REPORT
OF THE
BOARD
OF
EDUCATION
TO THE
COMM'RS
OF THE
DISTRICT
OF
COLUMBIA

1901-1902

REPORT

OF THE

BOARD OF EDUCATION

TO THE

COMMISSIONERS OF THE DISTRICT OF COLUMBIA.

1901-1902.

WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1902.

CONTENTS.

SCHOOL CALENDAR.

1902.	School opened	September 22.
	Thanksgiving	November 27 and 28.
	Christmas	December 24 to January 2, 1903, both inclusive.
1903.	Washington's Birthday	February 22.
	Easter	April 10 to 17, both inclusive.
	Memorial Day	May 30.
	School closes	June 17.
	School opens	September 21.

SCHOOL DIRECTORY OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1902-1903.

MEMBERS.

HENRY V. BOYNTON, 1321 R street NW.
GEORGE H. HARRIES, Fourteenth and East Capitol streets
Mrs. H. L. WEST, 1364 Harvard street NW.
Mrs. J. R. FRANCIS, 2112 Pennsylvania avenue NW.
J. HOLDSWORTH GORDON, 330 John Marshall place NW.
RICHARD KINGSMAN, 711 East Capitol street.
JAMES F. BUNDY, 420 Fifth street NW.

OFFICERS OF THE BOARD.

President, HENRY V. BOYNTON, 1321 R street NW.
Vice-president, GEORGE H. HARRIES, Fourteenth and East Capitol streets.
Secretary, W. F. RODRICK, 151 Kentucky avenue SE.

CLERKS.

W. W. CONNER, 223 Tenth street NE.
J. W. F. SMITH, 816 Fourth street NW.
J. W. DE MAINE, 1001 New Hampshire avenue NW.

MESSENGER.

R. O. WILMARTH, 227 John Marshall place NW.

MEETINGS OF THE BOARD.

The stated meetings of the Board of Education are held on Wednesday of each week.

LIST OF COMMITTEES OF THE BOARD OF EDUCATION.

On rules and by-laws.—Bundy, Boynton, Mrs. West.
Ways, means, and supplies.—Harries, Boynton, Bundy.
Buildings, repairs, and sanitation.—Kingsman, Gordon, Harries.
Normal and high schools and scholarships.—Gordon, Mrs. Francis, Boynton.
Teachers and janitors.—Mrs. West, Kingsman, Bundy.
Text-books.—Gordon, Kingsman, Mrs. Francis.
Industrial education and special instruction.—Mrs. Francis, Kingsman, Mrs. West.
Military affairs.—Harries, Gordon, Bundy.

OFFICE OF SUPERINTENDENT.

Franklin School.

A. T. STUART, Superintendent of Schools.
Mrs. IDA GILBERT MYERS, Assistant Superintendent.
W. S. MONTGOMERY, Assistant Superintendent.

FIRST DIVISION.

Supervising principal, Mr. C. S. CLARK.

Office, Dennison School; residence, The Manhattan, 1501 Park street, Mount Pleasant.

Name.	Location.	Name and residence of principal.
Adams	R street, between Seventeenth street and New Hampshire avenue NW.	Mrs. C. B. Smith, 1522 Ninth street NW.
Berret	Fourteenth and Q streets NW	Miss M. C. McGill, 1345 Corcoran street NW.
Dennison	S street, between Thirteenth and Fourteenth streets NW.	Miss K. E. Rawlings, 3445 Holmead avenue NW.
Force	Massachusetts avenue, between Seventeenth and Eighteenth streets NW.	Mr. B. W. Murch, 627 Florida avenue NE.
Franklin	Thirteenth and K streets NW	Mr. S. E. Kramer, 1315 Q street NW.
Harrison	Thirteenth street, between V and W streets NW.	Miss A. L. Sargent, 1454 Sheridan avenue NW.
Hubbard	Kenyon street, between Eleventh and Twelfth streets NW.	Mr. Horton Simpson, 1758 Corcoran street NW.
Johnson	School street, Mount Pleasant	Miss C. G. Brewer, The Stratford, Mount Pleasant.
Morgan	California avenue and Boundary	Miss E. M. Fisher, The Lowell, 1907 Fourteenth street NW.
Phelps	Vermont avenue, between T and U streets NW.	Miss C. L. Garrison, The Albermarle, Seventeenth and T streets NW.
Thomson	Twelfth street, between K and L streets NW.	(See Franklin School.)

SECOND DIVISION.

Supervising principal, Mr. N. P. GAGE.

Office, Seaton School; residence, 1126 Fifth street NW.

Abbott	Sixth street and New York avenue NW.	Miss Metella King, 721 Irving street NW.
Eckington	First and Quincy streets NE.	Miss M. R. Lyddane, 453 Florida avenue NW.
Emery	Lincoln avenue and Prospect street NE.	Miss Adelaide Davis, 425 New Jersey avenue SE.
Henry	P street, between Sixth and Seventh streets NW.	Miss A. A. Chesney, 614 Q Street NW.
Morse	R street, between New Jersey avenue and Fifth Street NW.	Miss S. E. White, 2700 13th street. NW.
Polk	Seventh and P Streets NW	Miss M. E. Bond, 818 New Jersey avenue NW.
Seaton	I street, between Second and Third streets NW.	Miss F. L. Hendley, 1216 L Street NW.
Twining	Third street, between N and O streets NW.	Miss S. C. Collins, 623 I street NW.
Webster	Tenth and H streets NW	Miss S. B. Kent, 912 Massachusetts avenue.

THIRD DIVISION.

Supervising principal, Mr. J. T. FREEMAN.

Office, Wallach School; residence, 1115 East Capitol street.

Brent	Third and D streets SE	Miss A. L. Grant, 507 East Capitol street.
Carbery	Fifth street, between D and E streets NE.	Miss M. E. Little, 710 A street NE.
Dent	Second street and South Carolina avenue SE.	Miss M. A. McNantz, 129 Sixth Street NE.
Hilton	Sixth street, between B and C streets NE.	Miss J. M. Rawlings, 517 A street SE.
Lenox	Fifth street, between G street and Virginia avenue SE.	Miss M. E. Kealey, 715 East Capitol street.
Maury	B street, between Twelfth and Thirteenth streets NE.	Miss M. G. Kelly, Riggs Hotel.
Peabody	C and Fifth streets NE	Miss M. A. Aukward, 128 D street SE.
Towers	Eighth and C streets SE	Miss N. M. Mack, 624 A street SW.
Wallach	D street, between Seventh and Eighth streets SE.	Miss Annie Beers, 117 Fourth street SE.

FOURTH DIVISION.

Supervising principal, Dr. E. G. KIMBALL.

Office, Jefferson School; residence, 1204 Massachusetts avenue NW.

Name.	Location.	Name and residence of principal.
Amidon	F and Sixth streets SW	Miss M. L. Smith, 903 French street NW.
Arthur	Arthur place NW	Miss H. P. Johnson, The Lafayette.
Bowen, Sayles J	Third and K streets SW	Miss A. B. Neumeyer, 417 Tenth street SW.
Bradley	Thirteen-and-a-half street, between C and D streets SW.	Miss M. E. Martin, 708 B street SW.
Greenleaf	Four-and-a-half street, between M and N Streets SW.	Mr. R. R. Riordon, 922 Pennsylvania avenue SE.
Jefferson	D and Sixth streets SW	Mr. Isaac Fairbrother, 949 Virginia avenue SW.
McCormick	Third street, between M and N steeets SE.	Miss Lily Buehler, 326 Second street SE.
Potomac	Twelfth street, between Maryland avenue and E street SW.	Miss R. R. Hessler, 1358 C street SW.
Smallwood	I street, between Third and Four-and-a-half streets SW.	Mr. C. A. Johnson, 2011 S street NW.

FIFTH DIVISION.

Supervising principal, Mr. B. T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first street NW.

Addison	P street, between Thirty-second and Thirty-third streets NW.	Miss E. L. Godey, 1511 Thirty-second street NW.
Conduit Road	Conduit road	Miss H. L. Luckel, 1755 L street NW.
Corcoran	Twenty-eighth street, between M street and Olive avenue NW.	Miss M. F. Gore, 1147 New Hampshire avenue NW.
Curtis	O street, between Thirty-second and Thirty-third streets NW.	Miss E. M. Chase, 1363 Yale street NW.
Fillmore	Thirty-fifth street, between U and V sureets NW.	Miss T. C. Roeser, 2314 Eighteenth street NW.
Grant	G street, between Twenty-first and Twenty-second streets NW.	Mr. S. M. Ryder, 34 Q street NE.
Industrial Home		Mrs. B. B. McCaslin, Industrial Home, D.C.
Jackson	U street, between Thirtieth and Thirty-first streets NW.	Mrs. L. A. Bradley, 1322 Rhode Island avenue NW.
Reservoir	Conduit road, near reservoir	Mr. H. W. Draper, 1510 Thirtieth street NW.
Threlkeld	Thirty-sixth street and Prospect avenue NW.	Mr. R. L. Haycock, 3243 Prospect avenue NW.
Toner	Twenty-fourth and F streets NW	Miss C. A. Ossire, 2721 P street NW.
Weightman	Twenty-third and M streets NW	Miss F. L. Reeves, The Lafayette.

SIXTH DIVISION.

Supervising principal, Mr. W. B. PATTERSON.

Office, Gales School; residence, The Princeton.

Blair	I street, between Sixth and Seventh streets NE.	Miss E. F. Goodwin, 1437 Rhode Island avenue NW.
Blake	North Capital street, between K and L streets NW.	Miss F. M. Roach, 1826 North Capitol street.
Gales	First and G streets NW	Miss K. T. Brown, 1838 Cincinnati street NW.
Hayes	Fifth and K streets NE	Miss A. M. Clayton, 617 P street NW.
Madison	Tenth and G streets NE	Miss Emma Mueden, 437 M street NW.
Pierce	G and Fourteenth streets NE	Miss M. J. Austin, 728 F street NE.
Taylor	Seventh street, near G street NE	Miss E. C. Dyer, 1702 Ninth street NW.
Webb	Fifteenth and Rosedale streets NE	Miss A. J. Bell, 20 Q street NE.

SEVENTH DIVISION.

(County.)

Supervising principal, Mr. J. R. KEENE.

Office, Monroe School; residence, Brightwood, D. C.

Name.	Location.	Name and residence of principal.
White.		
Brightwood	Brightwood	Mr. W. E. Nalley, Brightwood.
Brookland	Brookland	Mr. C. K. Finckel, 615 Spruce street NW.
Chevy Chase	Connecticut avenue extended	Miss M. Ellen Given, 1419 U street NW.
Hamilton	Bladensburg road	Miss E. P. Kirk, 819 R street NW.
Langdon	Langdon	Miss A. M. Sisson, 1804 First street NW.
Monroe	Steuben street, between Brightwood and Sherman avenues NW.	Mr. C. N. Thompson, 1104 Twelfth street NW.
Petworth	Petworth	Miss M. W. Frank, 1821 Riggs Place NW.
Takoma	Takoma	Miss Margaret Bayly, Takoma, D. C.
Tenley	Tenley	Mr. W. B. Ireland, Wisconsin avenue, Tenley.
Woodburn	Riggs and Blair roads	Miss H. E. King, Fifth and Morrison streets NW.
Colored.		
Brightwood	Military road	Mr. A. P. Lewis, 36½ O street NW.
Bruce	Marshall street, between Brightwood and Sherman avenues NW.	Mr. E. R. Beckley, 2516 Brightwood avenue NW.
Bunker Hill Road	Bunker Hill road	Mr. J. A. Richardson, 217 Capitol avenue NE., Ivy City, D. C.
Grant Road	Grant road, near Connecticut avenue extended.	Mrs. L. I. Hawkesworth, Howard University.
Ivy City	Ivy City	Miss L. E. Waring, 518 T street NW.
Chain Bridge Road	Chain Bridge road	Mr. D I. Renfro, 1628 Fifth street NW.
Mott	Sixth and Trumbull streets NW	Miss Jennie Spear, 1513 Seventeenth street NW.
Orphans' Home	Eighth street extended	Miss N. A. Plummer, Hyattsville, Md.
Wilson	Central avenue, between Erie and Superior streets NW.	Mr. F. J. Cardozo, 301 Second street SW.

EIGHTH DIVISION.

(City and county.)

Supervising principal, Mr. H. M. JOHNSON.

Office, Tyler School; residence, Anacostia, D. C.

White.		
Buchanan	E street, between Thirteenth and Fourteenth streets SE.	Miss M. R. McCauslen, 710 East Capitol street.
Cranch	Twelfth and G streets SE	Miss M. J. Peabody, 725 Thirteenth street SE.
Tyler	Eleventh street, between G and I streets SE.	Miss S. A. Langley, 311 Sixth street SE.
Benning	Benning	Miss M. G. Young, 413 New Jersey avenue SE.
Kenilworth	Kenilworth	Mrs. E. A. Vorhees, Kenilworth, D. C.
Congress Heights	Congress Heights	Mr. H. F. Lowe, 605 Massachusetts avenue NE.
Good Hope	Good Hope	Miss C. I. Mathis, 615 North Carolina avenue SE.
Van Buren	Jefferson street, Anacostia	Mr. S. M. Ely, 50 S street NW.
Van Buren annex	Washington street, Anacostia	
Orr	Twining City	Miss A. R. Williamson, 13 Sixth street SE.
Colored.		
Benning Road	Near Benning	Mr. H. W. Lewis, 1225 Linden place NE.
Birney	Howard avenue, Hillsdale	Miss F. J. Smith, 1524 Pierce place NW.
Burrville	Burrville	Mr. J. E. Syphax, 1631 L street NW.
Garfield	Garfield	Mr. J. C. Bruce, Nichols avenue, Anacostia, D. C.

NINTH DIVISION.

Supervising principal, Mr. E. W. BROWN,

Office, Sumner School; residence, 924 Twenty-fourth street NW.

Name.	Location.	Name and residence of principal.
Briggs	E and Twenty-second streets NW	Mr. F. L. Cardozo, 2518 Brightwood avenue.
Garrison	Twelfth street, between R and S streets NW.	Miss K. U. Alexander, 1512 Piere place NW.
Magruder	M street, between Sixteenth and Seventeenth streets NW.	Miss A. M. Mason, 2218 I street NW.
Phillips	N street, between Twenty-seventh and Twenty-eighth streets NW.	Miss G. F. Smith, 1613 Madison street NW.
Stevens	Twenty-first street, between K and L streets NW.	Mr. F. L. Cardozo, jr., 2236 Sixth street NW.
Sumner	M and Seventeenth streets NW	Miss M. E. Gibbs, 1363 Kenesaw street NW.
Wormley	Prospect street, between Thirty-third and Thirty-fourth streets NW.	Miss A. T. Howard, 2006 Seventeenth street NW.

TENTH DIVISION.

Supervising principal, Mr. JOHN C. NALLE.

Office, John F. Cook School; residence, 1429 Pierce place NW.

Banneker	Third street, between K and L streets NW.	Mr. J. W. Cromwell, 1439 Pierce place NW.
Cook	O street, between Fourth and Fifth streets NW.	Miss S. C. Lewis, 720 Twenty-third street NW.
Douglass	First and Pierce streets NW	Miss H. A. Hebbron, 1129 Twenty-fourth street NW.
Garnet	U and Tenth streets NW	Miss K. C. Lewis, 2439 Brightwood avenue.
Jones	L and First streets NW	Miss E. A. Chase, 1109 I street.
Langston	P street, between North Capitol and First streets NW.	Miss E. D. Barrier, 1706 Seventeenth street NW.
Logan	Third and G streets NE	Miss M. L. Washington, 1902 N street NW.
Patterson	Vermont avenue, near U street NW	Miss C. A. Patterson, 1532 Fifteenth street NW.
Slater	P street, between North Capitol and First streets NW.	Miss L. S. Chase, 1109 I street NW.

ELEVENTH DIVISION.

Supervising principal, Mr. J. B. CLARK.

Office, Lincoln School; residence, 1726 Eighth street NW.

Ambush	L street, between Sixth and Seventh streets SW	Miss N. T. Jackson, 318 M street SW.
Bell	First street, between B and C streets SW.	Miss L. F. Dyson, 101 Seventh street SE.
Bowen, Anthony	Ninth and E streets SW	Miss J. C. Grant, 1448 Pierce place NW.
Giddings	G street, between Third and Fourth streets SE.	Miss L. A. Smith, 903 U street NW.
Lincoln	Second and C streets SE	Miss M. P. Shadd, 2110 Fourteenth street NW.
Lovejoy	Twelfth and D streets NE	Miss M. A. Wheeler, 1626 L street NW.
Payne	Fifteenth and C streets SE	Miss M. L. Jordan, 312 Third street SW.
Randall	First and I streets SW	Mrs. M. E. Tucker, 413 B street SE.
Syphax	Half street, between N and O streets SW.	Mr. J. E. Walker, 1809 Thirteenth street NW.

HIGH SCHOOL.

Director, Mr. P. M. HUGHES.

Office, Central High School; residence, 318 B street NW.

Central High	O street, between Sixth and Seventh streets NW.	Mr. Emery M. Wilson, 1607 Seventh street NW.
Eastern High	Seventh street, between Pennsylvania avenue and C street SE.	Mr. M. F. F. Swartzell, 1912 Fifth street NW.
Western High	Thirty-fifth and T streets NW	Miss E. C. Westcott, 1718 Corcoran street NW.
Business High	First street, between B and C streets NW.	Mr. Allan Davis, 900 Eleventh street SE.
M Street High	M street, between First street and New Jersey avenue NW.	Mrs. Anna J. Cooper, 1706 Seventeenth street NW.

NORMAL SCHOOLS.

Name.	Location.	Name and residence of principal.
No. 1	Franklin School, Thirteenth and K streets NW.	Miss Anne M. Goding, The Hawarden, 1421 R street NW.
No. 2	Miner School, Seventeenth and Madison streets NW.	Miss L. E. Moten, 728 Fourth street NW.

MANUAL TRAINING SCHOOLS.

Director, Mr. J. A. CHAMBERLAIN.

Office, McKinley Manual Training School; residence, 1909 Third street NW.

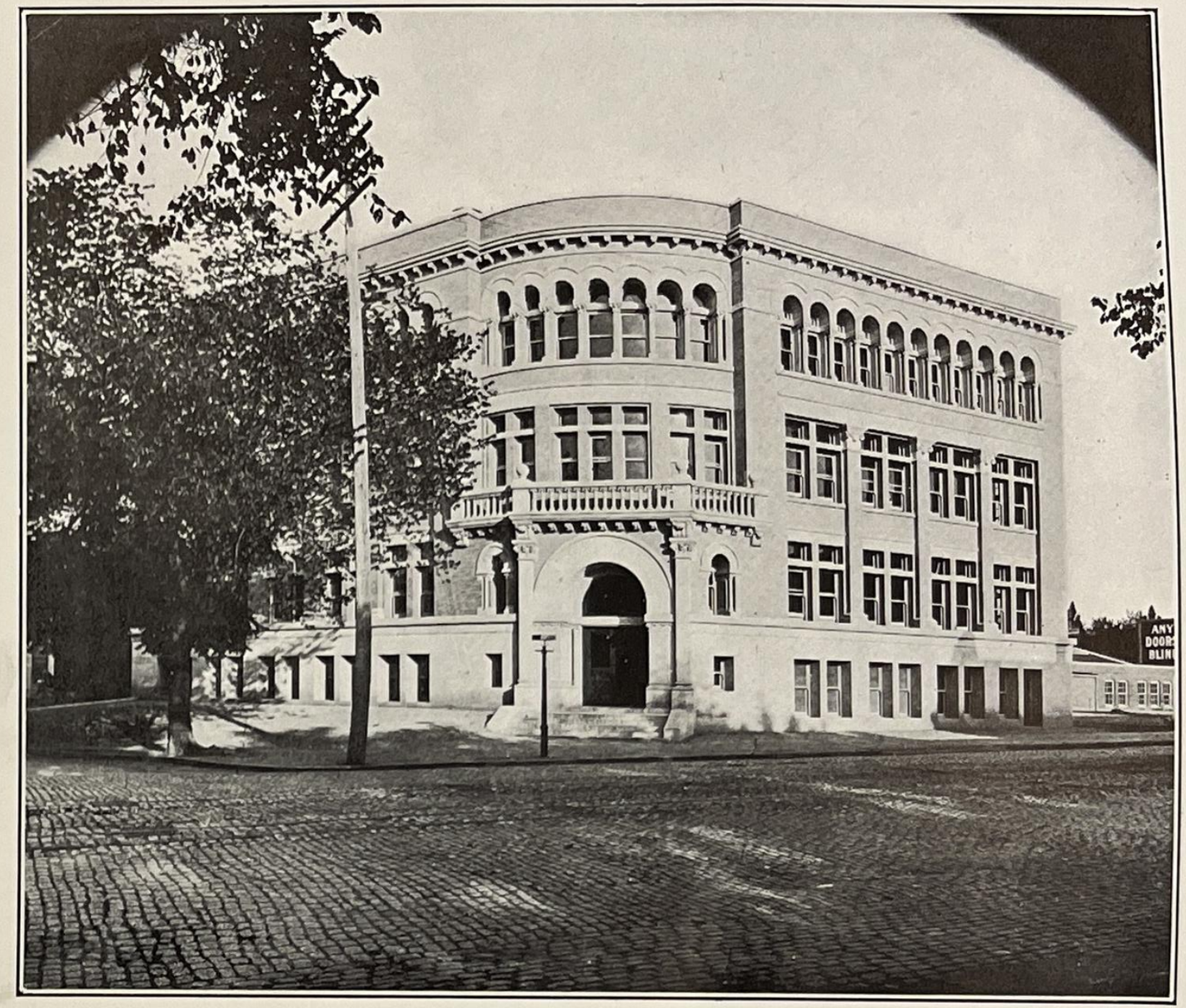
McKinley	Rhode Island avenue, corner Seventh street NW.	Mr. A. I. Gardner, 1115 O street NW.
Armstrong	P street, between First and Third streets NW.	Dr. W. B. Evans, 1926 Eleventh street NW.

DIRECTORS OF SPECIAL WORK.

Primary work	Miss E. A. Denney	The Lincoln.
Music	Miss A. E. Bentley	1718 Corcoran street NW.
Drawing	Mrs. S. E. W. Fuller	2611 Messmore avenue.
Cooking	Miss E. S. Jacobs	927 Westminster street NW.
Sewing	Mrs. M. W. Cate	217 I street NW.
Physical training	Miss Rebecca Stoneroad	1330 Wallach place NW.
Kindergartens	Miss Catherine R. Watkins	1246 Tenth street NW.
Night schools	Mr. R. R. Riordon	922 Pennsylvania avenue SE.
Librarian	Miss Mina Goetz	1408 Thirty-first street NW.

ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work	Miss E. F. G. Merritt	1109 I street NW.
Music	Miss H. A. Gibbs	14 N street NW.
Drawing	Mr. T. W. Hunster	1476 Kenesaw avenue.
Manual training	Mr. J. H. Hill	227 Wilson street NW.
Cooking	Mrs. Julia W. Shaw	2024 Thirteenth street NW.
Sewing	Miss C. E. Syphax	1415 Corcoran street NW.
Physical training	Miss A. J. Turner	313 Spruce street NW.
Night schools	Mr. F. L. Cardozo, jr	2236 Sixth street NW.



McKINLEY MANUAL TRAINING SCHOOL.

REPORT OF THE BOARD OF EDUCATION.

To the Commissioners of the District of Columbia:

The Board of Education submits its annual report for the year ending June 30, 1902.

The comprehensive report of Superintendent Stuart and the presentation of the elaborate work of the several committees of the board as set forth in the reports of each leave little for this general report beyond calling attention to their various recommendations and urging that they may receive the approval of the Commissioners of the District. As will be seen from these various reports, the work of the schools in all their branches has been carried forward energetically and with success by the ever enthusiastic and efficient body of teachers. That they maintain this high standard of interest in view of the low pay which a large proportion of them receive is greatly to their credit.

The reports of the committees on industrial education and special instruction and on teachers and janitors present in clear outlines the work of the manual training and the graded schools. In these, in connection with the report on the Business High School, it will be seen that the demands of this practical age for practical education are met on a scale which does honor to the capital of the nation. The two new manual training schools, architecturally notable even in this city of celebrated buildings and complete in their modern equipment, are among the most interesting points for visitors that can be found in Washington. Here are workers in iron, workers in wood, decorators, designers, students of steam engineering, of electrical development, of cabinet work, and a variety of practical subjects related to these. Throughout the grade schools, also, there is much practical education. There are special instructions in cooking, sewing, physical training, drawing, and music.

The night schools are increasing each year in importance and improving in the character of the attendance. The credit due those pupils who work all day and devote their nights to study can not be overestimated. The business department of the night school is becoming a valuable adjunct to this work.

The report of the committee on teachers and janitors reveals the magnitude of our school organization. The grade schools alone occupy

147 buildings. There are 30 kindergartens. The teachers, exclusive of those in the high and manual training schools, number 1,031. The corps of janitors form an organization scarcely less important than the teachers. They are skilled in steam and furnace heating and give expert attention to ventilation and sanitation. It is the expectation of the committee that at an early day the manual training schools will furnish our janitors. The recommendations of this committee for assistants to principals for every building of eight rooms or more should receive prompt approval.

The committee on rules has performed much excellent work, in which it has had the approval of the board. The competitive principle has been so extended as to apply to original appointment and promotion in the special departments and kindergartens, thus placing all departments of the schools, both regular and special, firmly upon a civil-service basis. This committee has also framed and the board has approved a compulsory school law for the District, which it is hoped Congress may adopt.

The committee on text-books has given careful attention to the important work in its hands. There is no department of board work which requires greater discrimination and care than this. The well-nigh infinite number of schoolbooks with which the great publishing houses literally flood the country, and through their active and zealous agents pour in on superintendents and committees, requires just the tact and care which our text-book committee, acting in full accord with our superintendent, has exercised.

The report of the committee on ways, means, and supplies furnishes a condensed exhibit of appropriations, expenditures, and balances.

There can be no more important work in connection with the schools than that performed by the committee on buildings, repairs, and sanitation. This is especially true in the attention given to the subjects of protection from fire, ventilation and sanitation, and the efforts to deal with the question of contagious diseases and to promote medical inspections. Its latest work is in securing cooperation with the health department of the District in efforts to apply a system of prevention in the spread of consumption. The guiding idea of this committee has been that there can be no perfect school system which does not recognize the necessity of a sound body to the full use of the powers of a sound mind.

The committee on normal and high schools can point to an organization of which Washington may well be proud. The development of high-school work throughout the country within a few years past has been little short of marvelous. These are the people's colleges. The board believes that these high-grade Washington schools, including the Business High School and the high-school course of the manual training schools, will take rank with the best in the land. The recom-

mendations of the director for such increases in salaries as will hold the present corps of excellent teachers meet with the approval of the board and are most earnestly presented to the Commissioners of the District. The board can not too emphatically direct attention to the fact that, owing to the higher salaries paid in nearly all parts of the country, the Washington schools in all their departments, from high schools to kindergartens, are losing some of our best teachers.

The report of Superintendent Stuart deserves special attention and its various recommendations merit special approval. He especially recommends that the contingent fund be increased so as to provide lectures for teachers' institutes. These are a feature of prominence in most of the large cities. The expense is not great, and such series of lectures, aside from the practical value to the teachers, have become exceedingly popular with the public in the cities supporting them.

At present there is no way of properly caring for the grounds around school buildings. Where these front on prominent streets they are often unsightly. For some of them this unkempt appearance is heightened by contrast with well-kept Government parks opposite them. If these grounds could be placed under the care and control of Colonel Bingham, the very efficient Commissioner of Public Buildings and Grounds, each school would soon be found in a most attractive setting, instead of being entirely out of harmony with its surroundings. In this connection the work of establishing home and school gardens has already produced most pleasing and interesting results. The Secretary of Agriculture and Mr. B. T. Galloway, of his Department, have taken great interest in this new scheme. It gives the scholars a practical knowledge of flowers, fruits, and vegetables.

The planning of the new Business High School is of great importance. The demands upon the school are rapidly extending and the provisions to meet them should be on a liberal scale. The same is true of the demands upon both the manual training schools, and it seems to the board imperative that the next year's appropriations should provide for their extention.

The recommendations of the superintendent that a site of large area should be purchased in some section of the city where land is cheap for the future normal school is well worthy of attention as a wise and economic measure.

The proposition to purchase a tract of land for athletic grounds is one that strongly commends itself. At present the high school battalions and the athletic organizations of the various schools are all under the necessity of using private grounds, which they can not control. Such grounds when once secured would become a permanent plant, the cost of maintaining which would be nominal.

The board refers with pride to the appearance and discipline of the cadet organizations. They are already a credit to the city, and with

slight encouragement in the matter of furnishing them with arms and equipment they might easily become models.

It is hoped that the liberality of Congress so decidedly shown at the last session will continue during the one now opening, and thus enable the board to meet the needs of the growing school population of the national capital.

One of the items for which an increase of $10,000 is asked is to enable the board to establish eight more kindergarten schools. These are among the most interesting and valuable branches of District school work. The thirty schools of this class now in operation are equal in their methods and efficiency to any in the country. Indeed, among many whose opinions are authority they stand at the head. The additional schools are much needed in the poorer sections of the District for both white and colored.

The board desires to repeat with renewed emphasis its recommendations of last year in regard to an increase in teachers' salaries. It then said:

> The board regards it as a duty, as it is a pleasure, to urge that provision be made for an increase of salaries, both in the lower and intermediate grades. Some recommendations with regard to the higher salaries have been incorporated in the annual estimates, and the board expresses its earnest desire that an advance for the lower grades also may receive the approval of Congress. These latter salaries are so much below what is paid for similar services in the larger cities of the country that it is difficult to command, and much more difficult to retain for long terms, the highest class of teaching ability. As to the teachers in the lower grades, it does not seem to be in keeping with the other elements of the splendid school organization which Congress has provided that 88 teachers should receive less than assistant messengers in the Executive Departments; that 137 should receive less than laborers; that 131 should be paid less than hostlers; that 158 should receive less than elevator boys and the head scrubbing women and spittoon cleaners.

The reports of the several committees of the board are herewith submitted.

By the Board of Education:

H. V. Boynton,
President.

REPORT OF COMMITTEE ON RULES AND BY-LAWS.

Gen. HENRY V. BOYNTON,
President Board of Education.

DEAR SIR: The committee on rules and by-laws suggested in its last report that the regulations adopted were largely of a tentative and experimental character. Two years of subsequent experience has so far justified the rules and by-laws originally adopted that now they may be regarded as fixed regulative formulas for the public schools of the District of Columbia. Only a few minor changes have been made, which were rather in the nature of addition than alteration. The committee believes that general regulations should, as far as possible, be few in number, simple in character, and easily understood. In order that a code may be effective, it should not impose any unnecessary burden upon the memory or comprehension of those who are expected to follow and obey it.

Attention is called to the competitive principle which has been so extended as to apply to original appointments and promotions in the special departments, including kindergartens. It is believed that the rules governing appointments and promotions throughout the system, in both regular and special departments, will place the system firmly upon a civil-service basis, so that the schools will be recruited with the best available talent, ascertained by fair and impartial tests of fitness, and advancement will be dependent upon proved and sustained record of efficiency and at the same time giving room for the preferment of marked and unusual ability.

Upon recommendation of this committee the Board of Education has decided to recommend to Congress a compulsory school law for the District of Columbia. This may seem to be a somewhat radical departure from prevailing method, and yet it is in harmony with the policy of the best approved school systems, and is demanded by the exigencies of the local situation.

Respectfully submitted.

JAMES F. BUNDY, *Chairman.*

REPORT OF COMMITTEE ON WAYS, MEANS, AND SUPPLIES.

The committee on ways, means, and supplies submits the annual statement of appropriations and expenditures and balances:

SALARIES FOR OFFICERS.

Appropriation	$18,620.00
Total expenditures	18,190.00
Balance	430.00

SALARIES FOR TEACHERS.

Appropriation	$881,375.00
Total expenditures	880,427.63
Balance	947.37

SALARIES FOR TEACHERS OF NIGHT SCHOOLS.

Appropriation	$8,800.00
Total expenditures	8,789.46
Balance	10.54

CONTINGENT EXPENSES OF NIGHT SCHOOLS.

Appropriation	$500.00
Total expenditures	492.56
Balance	7.44

KINDERGARTEN INSTRUCTION.

Appropriation	$25,000.00
Total expenditures	24,999.83
Balance	.17

FOR JANITORS AND CARE OF BUILDINGS AND GROUNDS.

Appropriation	$78,126.00
Total expenditures	74,097.97
Balance	4,028.03

FOR RENT OF SCHOOL BUILDINGS AND REPAIR SHOP.

Appropriation	$17,000.00
Total expenditures	15,641.73
Balance	1,358.27

REPAIRS AND IMPROVEMENTS TO BUILDINGS AND GROUNDS.

Appropriation	$50,000.00
Total expenditures	49,431.44
Balance	568.56

FOR NECESSARY REPAIRS TO AND CHANGES IN PLUMBING.

Appropriation	$25,000.00
Total expenditures	24,439.40
Balance	560.60

INSTRUCTION IN MANUAL TRAINING.

Appropriation	$10,000.00
Total expenditures	9,984.24
Balance	15.76

FURNITURE FOR AND EQUIPMENT OF MANUAL TRAINING SCHOOL NO. 1.

Appropriation	$45,000.00
Total expenditures	43,548.13
Balance	1,451.87

FURNITURE FOR AND EQUIPMENT OF MANUAL TRAINING SCHOOL NO. 2.

Appropriation	$37,800.00
Total expenditures	35,778.00
Balance	2,022.00

FUEL.

Appropriation	$55,000.00
Total expenditures	51,352.19
Balance	3,647.81

FURNITURE FOR NEW SCHOOL BUILDINGS.

Appropriation	$14,850.00
Total expenditures	14,838.33
Balance	11.67

CONTINGENT EXPENSES.

Appropriation	$32,600.00
Total expenditures	32,468.98
Balance	131.02

FOR TEXT-BOOKS AND SCHOOL SUPPLIES.

Appropriation	$45,000.00
Total expenditures	44,958.27
Balance	41.73

PURCHASE OF UNITED STATES FLAGS.

Appropriation	$1,000.00
Total expenditures	998.92
Balance	1.08

FOR VACATION SCHOOLS.

Appropriation	$1,000.00
Total expenditures	997.26
Balance	2.74

BUILDINGS AND GROUNDS.

Appropriation	$398,000.00
Total expenditures	398,000.00

H. V. BOYNTON, *Chairman.*

REPORT OF COMMITTEE ON BUILDINGS, REPAIRS, AND SANITATION.

Gen. HENRY V. BOYNTON,
President Board of Education.

DEAR SIR: The committee on buildings, repairs, and sanitation has the honor to report repairs made in the public schools for the year ending June 30, 1902. The appropriation of $50,000 for repairs to school buildings was distributed as follows:

First division.—Adams, $344.14; Berret, $453.30; Dennison, $264.28; Force, $409.35; Franklin, $1,721.43; Harrison, $186.38; Hubbard, $215.87; Johnson, $538.85; Phelps, $167.21; Thomson, $261.69; total, $4,562.50.

Second division.—Abbot, $170.45; Eckington, $714.05; Henry, $301.47; Morse, $169.43; Polk, $296.12; Seaton, $835.98; Twining, $1,166.53; Webster, $128.19; total, $3,782.22.

Third division.—Brent, $643.36; Carbery, $312.63; Dent, $22.55; Hilton, $775.44; Lenox, $528.48; Maury, $466.50; Peabody, $1,005.20; Towers, $408.20; Wallach, $470.21; total, $4,632.63.

Fourth division.—Amidon, $140.19; Arthur, $258.25; Bradley, $149.11; Greenleaf, $581.82; Jefferson, $792.93; McCormick, $152.98; Potomac, $131.42; Smallwood, $385.10; total, $2,571.80.

Fifth division.—Addison, $290.75; Conduit Road, $71; Corcoran, $644.65; Curtis, $288.67; Fillmore, $561.72; Grant, $349.52; High Street, $13.02; Jackson, $132.76; Reservoir, $319.33; Threlkeld, $99.17; Toner, $528.25; Weightman, $894.04; total, $4,162.88.

Sixth division.—Blair, $546.86; Blake, $535.69; Gales, $738.86; Hayes, $598.46; Madison, $298.14; Pierce, $278.01; Taylor, $682.44; Webb, $52.23; total, $3,730.71.

Seventh division.—Brightwood, $126.96; Brookland, $255.98; Chevy Chase, $206.04; Hamilton, $179.20; Langdon, $140.62; Monroe, $179.56; Takoma, $69.90; Tenley, $338.01; Woodburn, $179.75; Bruce, $112.57; Bunker Hill Road, $15.80; Grant Road, $51.75; Ivy City, $236.48; Chain Bridge Road, $20.50; Mott, $602.08; Wilson, $96.77; total, $2,811.97.

Eighth division.—Buchanan, $554.63; Cranch, $111.76; Tyler $231.33; Benning, $106.96; Congress Heights, $478.80; Good Hope, $109.44; Van Buren, $166.81; Van Buren Annex, $194.58; Benning Road, $86.09; Birney, $607.55; Burrville, $53.35; Garfield, $298.83; Hillsdale, $292.95; total, $3,293.08.

DENT SCHOOL.

Ninth division.—Briggs, $417.38; Garrison, $190.37; Magruder, $143.70; Phillips, $137.27; Stevens, $272.57; Sumner, $166.52; Wormley, $508.05; total, $1,835.86.

Tenth division.—Banneker, $73.93; Douglas, $102.99; Garnet, $96.44; Cook, $241.53; Jones, $258.85; Logan, $357.11; Patterson, $120.80; Slater, $195.72; total, $1,447.37.

Eleventh division.—Ambush, $84.31; Anthony Bowen, $104.60; Bell, $227.43; Giddings, $838.42; Lincoln, $718.15; Lovejoy, $27.38; Payne, $140.83; Randall, $1,347.56; total, $3,488.68.

High schools.—Central, $1,000; Eastern, $1,345.26; Western, $922; Business, $80.67; Colored, $520.36; total, $3,868.29.

SUMMARY.

Total accounted for	$40,187.98
Horses and driver	760.68
Office salaries	1,170.00
Salary of superintendent of janitors	1,017.25
Hardware, lumber, etc., in stock	4,000.00
Miscellaneous and emergency work	2,864.09
Total	50,000.00

The requisition blanks sent to the various schools in April were filled out, enumerating the necessary repairs, and when returned and the estimates made the requisitions showed over $100,000 worth of repairs asked for; hence only the most urgent cases could be attended to. To show the character of repairs made the largest items appeared under the heads of carpentering, painting, and tinning, as follows:

Carpentering.—Teachers' retiring rooms were built at six schools, as follows: Blair, Blake, Brent, Giddings, Twining, and Hilton. New flooring, aggregating more than 82,000 feet, was put in at thirty-two buildings, viz: Conduit Road, Brent, Twining, Seaton, Curtis, Fillmore, Force, Gales, Garrison, Henry, Hillsdale, Johnson, Lenox, Lincoln, Madison, Polk, Jefferson, Randall, Thomson, Towers, Wallach, Eastern High, etc. Storm sheds: Ten were erected at seven schools, viz: Johnson, Johnson Annex, McCormick, Wormley, Dennison, Hayes, and Maury. Book closets: Sixty were furnished for the following schools: Dent, Adams, Benning Road, Congress Heights, Douglas, Hamilton, Jefferson, Maury, Towers, Peabody, Van Buren Annex, Taylor, and Payne. Outhouses: Three were built at the Garfield and Orr.

Painting.—More painting was done on the schools last year than in any previous year. The entire exteriors of five schools were painted and penciled, viz: Twining, Birney Annex, Peabody, Randall, and Tenley. The exterior wood and iron work was painted at the Eastern High, Western High, Addison, etc. The interior woodwork of eleven schools was grained or varnished, viz: Twining, Central High, Birney Annex, Ivy City, Blair, Corcoran, Wormley, Weightman,

Johnson, Hayes, and Franklin. Iron and wood fences at the Central High and Wormley schools were painted. All of the new carpentering work was primed and painted. Blackboards at almost every school were repaired and reslated where necessary.

Tinning.—A large amount of tin work had to be renewed at a number of schools. New valleys or spouts were put up at the Birney Annex, Briggs, Brookland, Buchanan, Curtis, Cranch, Logan, Madison, Taylor, and Van Buren Annex. Old roofs were replaced with new ones at the Franklin, Giddings, Grant, Jefferson, Logan, Madison, Taylor, Weightman, and Benning. The roofs of twenty-seven school buildings were painted.

Of the work let out and completed under contract, the most important was—

Calcimining.—Calcimining was done at the Franklin, Eckington, Carbery, Maury, Wallach, Greenleaf, Fillmore, Grant, Gales, Colored High, Corcoran, Ivy City, Central High, Wormley, Toner, Sumner, Eastern High, and Pierce; total cost, $2,661.

Whitewashing.—Benning, Benning Road, Burrville, Conduit Road, Fort Slocum, Garfield, Good Hope, Grant Road, Langdon, and Potomac; total cost, $129.

Furnace castings.—Furnace castings were renewed at the various buildings; total cost, $2,399.15.

Gas engines.—New gas engines were installed at the Hilton and Eckington schools; total cost, $780.

The committee renews its recommendation of a year ago for medical inspection in the public schools. There should be at least eleven competent medical inspectors, to be under the control of the Board of Education.

The growth of school work requires a four-room manual training school on ground adjoining the Jefferson School; new eight-room building on present site of McCormick School; two-room addition to Ivy City School; new eight-room building in second division, west of Eckington; new eight-room building in sixth division to relieve the Taylor School; four-room addition to Chevy Chase and Takoma Park Schools; extension of McKinley Manual Training School and purchase of ground to the south; purchase of ground east of the Armstrong Manual Training School and the erection thereon of an assembly hall and room for cooking school; additional ground adjoining the Brent School; new four-room addition to the Johnson School.

Under date of June 21, 1902, the District Commissioners approved and transmitted a report of the chief engineer of the fire department in reference to the better protection of public school buildings and their inmates against fire. Chief Engineer Dutton recommended that every school building in the District be either provided with a fire-alarm box or be connected with fire-alarm headquarters; that fire

extinguishers be placed in school buildings, and that fire escapes be provided for the high schools. Your committee concurs in the above recommendation, and further recommends that all school buildings be furnished with telephones, which would also afford protection against fire and greatly facilitate school business.

The necessity for new plumbing in many of the old school buildings prompts a recommendation that an appropriation of at least $25,000 be again asked for next year. It is most important that the buildings should be in a sanitary condition, and such can not be where old plumbing is permitted to remain to menace the health of scholars and teachers.

The dedication of new school buildings with appropriate exercises has proved to be a pleasing feature and increased the interest of teachers and scholars in their respective buildings, which has been manifested in the care and pains they have taken in decorating the buildings on such occasions. Then, again, the parents of scholars and friends of the schools have taken advantage of such opportunity to visit the schools and become acquainted with the officials and faithful teachers in whose charge the education of their children has been placed. During the past year the Webb, Dent, Tacoma, Birney, Lovejoy, and Sayles J. Bowen schools have been dedicated.

The committee takes this occasion to express its appreciation of the assistance rendered by Commissioner Macfarland, the members of the Board of Education, and Superintendent Stuart.

Very respectfully,

RICHARD KINGSMAN, *Chairman.*

REPORT OF COMMITTEE ON NORMAL AND HIGH SCHOOLS AND SCHOLARSHIPS.

Gen. HENRY V. BOYNTON,
President Board of Education.

DEAR SIR: The growth of the population of Washington is a matter of thoughtful concern to this committee, since this growth forecasts annually the need of preparing more teachers to meet one of the proper demands for adequate educational facilities to the steadily increasing number of children of legal school age. Every additional school authorized by Congress requires one teacher more. Besides this demand, based on growth in population alone, there is another one growing out of the consummated service on the part of those already within the ranks. These two avenues of gain and loss to the school establishment make the occasion for our yearly request for fulfillment and compensation. Past records attest to the fact and present school laws direct that these calls for an increase in the teaching force be answered first by naming those who have been educated in the Washington public schools and trained in the Washington Normal School. It is only when this source of supply has been drained that teachers from other parts—graduates from other accredited normal schools, certificate holders by examination, and college graduates—may be granted admission to the professional field for the education of our children and youth. On examining carefully this department of our civic interests one finds that seven-eighths of our public school teachers are taught and trained for their profession in the public schools of the city of Washington. This is a recorded fact which at once designates the Washington Normal School the keystone of the public school system. Upon its rectitude and stability depend the rightness and durability of our entire scheme of education. The graduates go out, taking what the normal school has had to give them, which they in turn are required to use as the means for building our boys and girls into stable and efficient citizenship. This supreme purpose, in the main, shapes the conduct of the normal school and determines its relations. From this vantage point and having experience the entire educational thought of our system, from kindergarten to high school, and its mission of carrying on the plan and purposes of the education of to-day, it takes its shapes and defines its actions. It stands as the chief instrument for carrying out the purpose of our schools as this is understood by their superintendent. The normal school is and

must be his mouthpiece. It must receive its spirit and bent from an intimate grasp of his thought. Whatever else in the system may be weak, the normal school must be strong with his strength. It must reflect him clearly and interpret him without misunderstanding or wavering. The head of the schools is relatively powerless unless this right hand of his be sure and this eye and spirit of his be true and right. This importance of position, this placement in the front rank, bespeaks for the normal school a perfect completeness of equipment. Buildings should be provided now, after nearly thirty years of homelessness, appliances should be abundant and appropriate, and above all teachers should be fit and of the best. The last is, in the nature of the case, the most important factor, since this is the vital part. Only those who have made deep learning a means for strong living should be found in the teaching corps of the school. Only those who are broad and sane and human have any place here, where the instruments of training for success in life are being fashioned. No part of the school machinery should be more constantly under the vigilant eye and the warding hand of public-spirited man and woman than this normal school, that makes the teachers, who in turn make the children—our men and women of to-morrow.

Equipment for the normal schools has been furnished as abundantly and as promptly as means for this could be secured. They are much better supplied to-day with books, specimens, and apparatus than they have ever been before, but they are still behind the other departments in this respect. The greatest present need is new buildings, properly located, substantially built, and suitably fitted. The teachers need better salaries to open avenues for wider study, broader culture, more exact knowledge, observation of kindred institutions, and for the many other means of securing to themselves power and usefulness.

Normal School No. 2 has received a large share of the thought and attention of this committee. Its conditions have been studied, and as the result of that study changes have been made looking toward the improvement of this school. It is the hope and plan of this committee that Normal School No. 2 shall place itself in close and living sympathy with the great problems which gather round the industrial and social development of a race. We desire it to stand for the growth, the stability, and the usefulness of its people, and whenever this purpose is obvious and dominating this school will find itself substantially supported by this committee. In this connection it is my pleasure, as chairman, to acknowledge the invaluable services of Mrs. Bettie G. Francis, who has given of her best to the education of her people, and this best has been the devotion, the earnestness, and the superior thoughtfulness of a genuine benefactor. Mr. J. Holdsworth Gordon, also a member of this committee, has been a most efficient and delightful aid and counselor in all that pertained to the interests of the schools.

We have much satisfaction in the steady and harmonious growth of the normal school. It is a long call from its modest beginning nearly thirty years ago to its present importance and efficiency. Under Superintendent W. B. Powell it was made ready for its greatest strides of growth. Then it increased in size, was gathered into a single building, secured a second year's course, and opened a place for college graduates to receive professional training. To-day it stands as the solution of one of our most important problems—that of furnishing right instruments for carrying on the education of our community. The normal school must be right—made right and kept right—and then it must receive the generous advocacy of all those who wish to conserve the interests and to promote the welfare of the children of our public schools.

The school year just closed has been marked by no radical changes in the programme or policy of the high schools. Such changes as this committee have felt it wise to recommend have been proposed only after due deliberation and after conclusions reached by joint conference with those competent to exercise expert judgment. Perhaps the most important of these changes is that relating to the condition of entrance to the normal schools, by which the old plan of crediting the high-school scholarship record of the candidate as a factor in the examination was set aside, making the entrance depend entirely upon a competitive examination. The subjects "Drawing" and "Music," subjects of preeminent importance to the teacher of the lower grades, were made a more significant part of the examination by giving to each 10 credits out of a possible 100. To offset the possible disadvantage arising from a candidate not being able to credit a brilliant high-school scholarship record, 40 credits in the examination were given to 2 high-school subjects—English and biology. The oral examination, of first importance in determining, so far as an examination can determine it, the teaching possibilities of the candidate, was given 30 credits, and the final 10 credits were given to arithmetic. By abolishing all age limitations for entrance and establishing a competitive examination as outlined above there has been the hope thus to secure as normal high-school pupils the very best of all candidates who apply for entrance.

It is the belief of this committee that during the year last passed more has been done in all the high schools than in any preceding year to bridge the gulf which separates the eighth-grade work from that of the first-year high school, and with better success. As a result there has been less overpressure among students of the lower classes and fewer failures.

In all the high schools, too, while there has been the opportunity for the few to specialize in preparation for college or in anticipation of a normal-school course, the big effort has been to give to each stu-

dent that training best suited to the fullest development of his powers. It is a matter for congratulation that in our big high schools we are able to realize to so large a degree this individualism in education, and it is only in proportion as it is attained that these or any schools may be rated a success.

We are glad to report a new building for the Business High School as a fact, established by an initial appropriation made during the last session of Congress. The Business High School is one of the institutions of which Washington may be justly proud, and it is but fair to a school, indisputably a success in an environment which cramps and limits its operation, that it should at an early date be housed in a building which will give every possible facility for carrying on its work.

During the past year there has been a very considerable increase in athletic interest in the high schools and a corresponding improvement in the character of athletic sports. Athletics have come to the high schools of our country unsought, and they have come to stay, and this committee desires to go on record as heartily approving all that makes for sound physical development of our high-school boys and girls, as well as all that brings them into generous rivalry for honors in athletic sports.

The regiment and battalion of high-school cadets completed a year's work in no way inferior to that of any preceding year, as was evidenced by the superb showing made by both white and colored companies in their respective competitive drills in June. It is hoped that the organization will receive continually increasing attention and encouragement, to the end that its members may reap the fullest benefit from the service and all that entails of manly as well as soldierly development.

Respectfully,

GEO. H. HARRIES, *Chairman.*

REPORT OF COMMITTEE ON TEACHERS AND JANITORS.

Gen. HENRY V. BOYNTON,

President Board of Education.

DEAR SIR: I have the honor to report the work done by the committee on teachers and janitors of the graded schools for the year ending June 30, 1902.

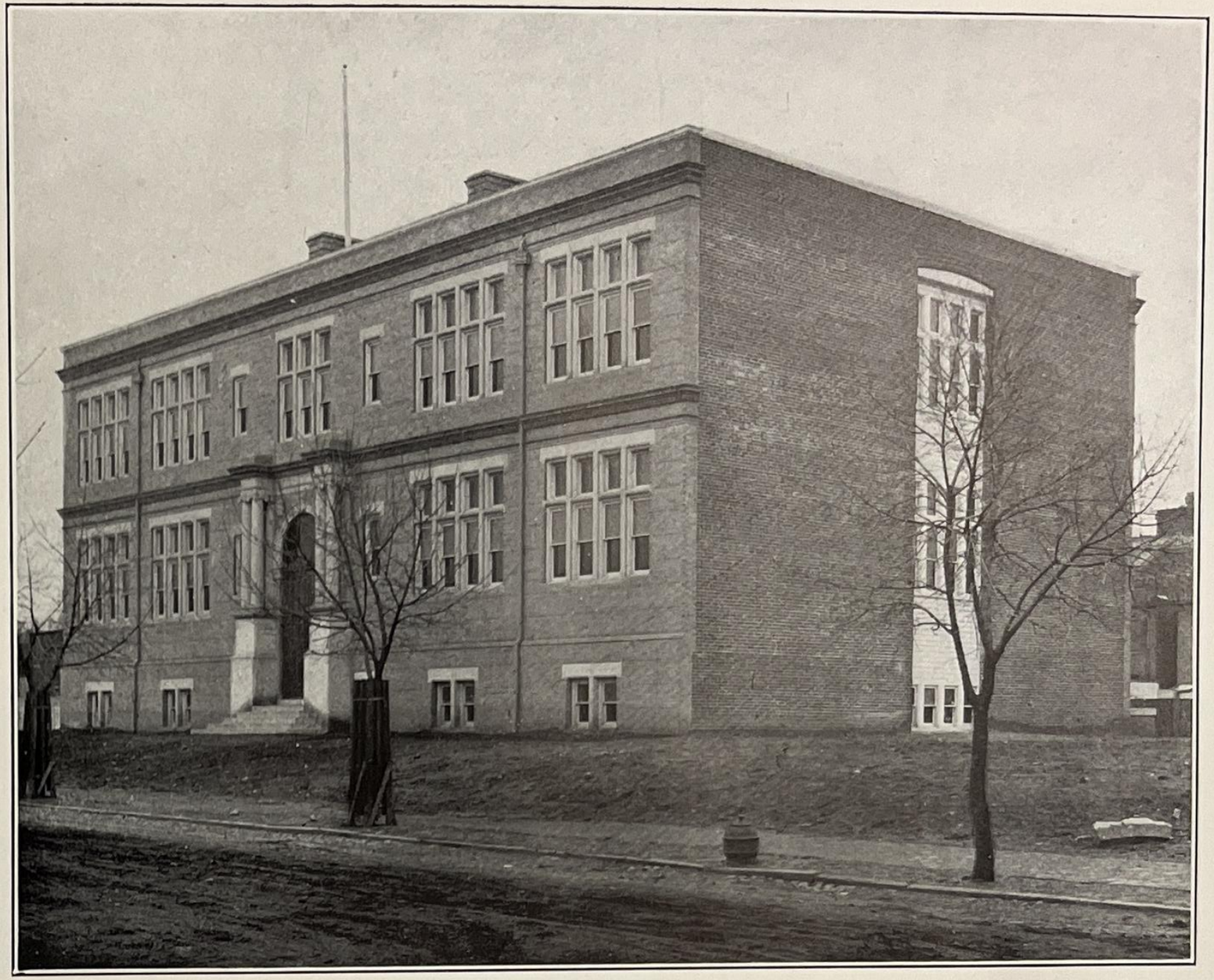
The total number of teachers appointed during the past year was 103, an increase of 4 over the preceding year. Of that number 93 were graduates of the Washington Normal School, 5 from other normal schools approved by the Board of Education, and 5 were certificate holders, who had passed a satisfactory examination, which was held in November last. Of the 15 teachers on leave, 7 returned to duty at the close of the year. Forty-nine of the appointments were made to fill vacancies occasioned by resignations and 2 to fill vacancies made by death. Fifteen leaves of absence were granted during the year, 217 promotions were made, and 92 substitute teachers were appointed. At the close of the year ending June 30, 1902, there were on the roll of the graded schools 964 teachers.

The committee again emphasizes the necessity of placing an assistant to the principal in every building of eight rooms. The matter of assistants to principals is no longer an experiment. It is a success. For a little more than a year it has been tried in buildings of more than eight rooms and proved to be a necessity. In very few of our large cities do we find principals of buildings burdened with both teaching and executive work. The committee therefore urges the appointment of such assistants.

KINDERGARTENS.

Our kindergarten department is still handicapped by the smallness of salaries. Congress at its last session gave an increase of $5,000 in the appropriation for kindergartens, which enabled us to pay the assistants $300 a year, instead of $250, which they formerly received, and also made it possible to organize a model kindergarten. Other cities are reaching out for our best teachers, offering them from $600 to $1,000 a year. The kindergartens can ill afford this constant loss.

The number of teachers appointed in this department during the past year was 11. Two were promoted, 7 resigned, and 4 were granted leaves of absence. Sixteen substitute teachers were appointed



SAYLES J. BOWEN SCHOOL.

and were assigned as cadet students to the kindergartens. The total number of teachers on roll at the close of the year was 67.

The committee recommends an appropriation of $40,000 for kindergartens—an increase of $10,000. More kindergartens and larger salaries are necessary.

JANITORS.

In its last report the committee commented upon the improved janitor service. The rating of work of janitors at the close of the year, by the superintendent of janitors, shows a still greater improvement, a larger number being rated "excellent" and none rated "poor." The janitor service of the public schools is above the average.

Congress in June last, on the recommendation of the committee, wisely created the office and appropriated a salary of $1,200 for a superintendent of janitors. The committee now urges the increase of salaries for janitors. The fact that 19 resigned during the past year shows the necessity of higher salaries, especially in the case of engineers.

Thirty-two janitors and 42 substitutes were appointed and 3 promoted. At the close of the year ending June 30, 1902, there were, exclusive of high and manual training schools, 147 janitors on the rolls of the public schools.

I have the honor to be, very respectfully,

MARY HOPE WEST, *Chairman.*

REPORT OF COMMITTEE ON TEXT-BOOKS.

Gen. HENRY V. BOYNTON,
President Board of Education.

DEAR SIR: Your committee on text-books would respectfully present the following report for the year ending June 30, 1902:

But few changes have been made in the books used in the schools since our last report; none of a radical character. Time and use have demonstrated the wisdom of the selections heretofore authorized by the board. Advanced numbers in the series of readers adopted have been introduced in the grades and numerous additions made to the supplementary list, the latter consisting of books of acknowledged merit used as supplementary reading, the children thus becoming familiar with the classics of both American and English literature.

The increased appropriation asked for the use of the committee and allowed by Congress has enabled us to purchase such books as were required and also to guard against unsanitary conditions and dangers by repairs and substitution of books when necessary, in all cases economy being carefully observed.

We believe we may fairly claim that the schools have never been equipped with books more attractive to the pupils or more satisfactory to our teachers than at the present time.

The ways and means committee have an estimate of the amount needed for the use of our committee for the coming year.

The appended list will show such introductions as have been recommended and made during the school year.

Respectfully submitted.

J. HOLDSWORTH GORDON,
Chairman.

NEW BOOKS ADDED TO THE SUPPLEMENTARY LIST.

Lakeside Classic Series No. 46. Hawthorne's The Snow Image, The Great Carbuncle, and The Great Stone Face (in one volume).

Dickens's Christmas Carol (Riverside edition).

NEW BOOKS INTRODUCED DURING THE SCHOOL YEAR 1901–2 FOR USE IN THE MANUAL TRAINING SCHOOLS.

First year:

English—American Classics; Patee's History of American Literature.

History—Thomas's History of the United States.

Algebra—Wentworth's New School Algebra.

German—Spanhoofd's Lehrbuch der deutschen Sprache.

Second year:
English—English Classics; Scott's Composition and Rhetoric; Pancoast's Introduction to English Literature.
History—Larned's History of England.
Geometry—Wentworth's Plane and Solid Geometry (revised); Geometrical Exercises.
Physics—Henderson and Woodhull's Elements of Physics; Woodhull and Van Arsdale's Physical Experiments.
German—Harris's Prose Composition; Benedix's Nein; Seidel's Leberecht Huhnchen; Fritz und Ferien; Heath's German-English and English-German Dictionary.

Third year:
English—Milton; Shakespeare.
History—Myers's Eastern Nations and Greece; Morey's Outlines of Roman History.
Chemistry—Remsen's Introduction to the Study of Chemistry.
Solid Geometry—Wentworth's Plane and Solid Geometry.
German—Harris's Prose Composition; Freytag's Die Journalisten; Heine's Die Harzreise; Jagemann's German Syntax.

Fourth year:
History—General History.
Physics—Thompson's Elements of Electricity.
Chemistry—Remsen's Introduction to the Study of Chemistry.
German—Schiller's Wilhelm Tell (Sachtleben's edition); Lessing's Minna von Barnhelm; White's German Prose Composition; Jagemann's German Syntax; Kluge's Geschichte der deutschen National Literature.
French—Verne's Les Fordeurs de Blocus; Verne's Vingt mille Lieues Sous les Mers; Fountain's Livre de Lecture et de Conversation, with Vocabulary.

Miscellaneous:
James and DeGarmo Speller (special edition).
Lowney's Mechanics and Hydrostatics.
Wentworth's College Algebra.
Wentworth's Trigonometry, with Tables (revised).

REPORT OF COMMITTEE ON INDUSTRIAL EDUCATION AND SPECIAL INSTRUCTION.

Gen. Henry V. Boynton,
President Board of Education.

Dear Sir: I respectfully submit for your consideration the aim and work of the committee on industrial education and special instruction for the year ending June 30, 1902.

MANUAL TRAINING.

A more practical application of the manual-training idea as it relates to their future development and the consequent development of our national life has, we hope, been instilled in the minds of the pupils, and has proven to be a rational factor in the development of this department during the past year. A practical showing along this line has been given from the exhibit of articles of utility made by the pupils from the grades and the manual training schools. While the exhibit idea has not generally prevailed for the benefit of the public, yet the enthusiasm of the teachers and pupils in this most essential work has shown itself in room exhibits in various buildings. Interest and pride in the work on the part of pupils are kept up by these minor exhibits. The collecting of a large amount of material in anticipation of large exhibits, while it serves the competitive idea for a few and the brightest pupils, does not always secure the best resultant—does not always produce conscientious work on the part of all pupils. The success in any special line of school work is always proportionate to the interest, not only of the special teacher, but also to that of the teacher under whose control a pupil may come. That such evidence is not lacking on the part of many of our teachers we are glad to state. It is very encouraging to note to what extent this interest in manual training is manifested in certain schools.

The work of the shop in the Mott School deserves particular mention for its excellent character as shown in exhibits in the latter part of June, which consisted of writing desks, fancy tables, picture frames, easels, bric-a-brac stands, checkerboards, bootblack stands, breadboards, rolling pins, towel racks, flower stands, footstools, inlaid workboxes, and many other articles I fail to remember. The decorative idea was not eliminated, as many of the articles which I have mentioned were tastefully decorated from designs made by the pupils. A

large picture of Booker T. Washington, also framed by the pupils, appropriately adorns the wall. While many shops, as I have said before, show equal work and enthusiasm, I speak particularly of this shop, because the work was done by colored pupils, many of whom come from the county and the poorest environments.

All measurements of human endeavor and success, or rather possibilities of success, are ascertained more accurately by showing what the humblest rather than the highest can accomplish. One logically reasons that the latter are proportionately advancing according to conditions.

The selection of names for the two new manual-training schools was carefully considered and recommended to the Board of Commissioners. The school formerly known as Manual Training School No. 1 has been designated the William McKinley Manual Training School, in honor of our highly esteemed and deeply lamented President, William McKinley. The name was selected not because of any association of the manual-training idea with the name and memory, but as an expression of the honor, sympathy, and respect of this community for him who represented the highest type of American citizenship. It was preeminently fitting that this school building, which, when finished, will represent the most beautiful school structure in the District, should be named for him.

No more appropriate name could be found for the school formerly known as Manual Training School No. 2 than the Samuel G. Armstrong Manual Training School. The very significance of the name Samuel G. Armstrong is manual training or industry, not so much manual training in the abstract, but manual training as it relates to the colored youth. His helpful sympathy and encouragement of the colored people by the establishing of Hampton Institute has endeared him in the hearts of every thoughtful colored citizen. All we ask of the pupils of this school is that they grow into and live up to the tenets of such a man as Samuel G. Armstrong.

That these two buildings were not turned over to the school officials last year for occupancy was a great disappointment. Various drawbacks in construction and equipment were the cause. We hope to occupy them at the beginning of the school term in September. Owing to these conditions during the past year the work of these two schools has necessarily been at a disadvantage. The special lines of work, and particularly the laboratory work, were greatly pressed for space. The two principals, Mr. Gardner, of the William McKinley School, and Dr. Evans, of the Samuel G. Armstrong School, by their enthusiasm and interest have kept the work well in hand and overbalanced conditions.

A very interesting exhibit in the drawing department of the William McKinley School in applied design and decorative art was held during

the month of May in the Central High School. An exhibit of all phases of work, applied design, carpentry, metal work, cooking, and sewing was shown in Odd Fellows Hall by the Samuel G. Armstrong School. Both exhibits were creditable, but under improved conditions we hope next year to show something better.

One special feature of this work, and one in which the committee feels a keen interest, is the training of our janitors in the future in these two schools. A few boys limited in means and necessarily compelled to get out into the world to make a living as soon as possible have elected this line of work and are permitted to spend the major part of their time with the engineer, who instructs them in the practical work of making fires, attending to boilers, and the general knowledge that would enable them to become licensed engineers and possibly the future janitors of our public schools.

The metal work as well as the cabinet work of these two schools can be carried to a greater degree of excellence when the new buildings are occupied, where every facility will be offered for superior workmanship. It is the hope of this committee to be able to secure from the graduates of these two schools all our special teachers in cooking, sewing, millinery, carpentry, drawing, and metal work. Admission into the normal school of graduates of these two schools, to be prepared as teachers of the graded schools, is an experiment the wisdom and success of which only the future can decide.

The future development of these two schools, as indicated by the gradual increase, will surely justify the purchase as soon as possible of additional ground for building purposes.

Mr. Chamberlain, the director of manual training, has been unremitting in his earnest efforts for the upbuilding of both manual training schools. The committee is of the opinion that the board can safely rely upon such a man to carry to the highest development this most important work which has been intrusted to him.

There have been made in this department during the year eleven appointments.

For report of methods, plans, and detail work see report of the director of manual training.

DRAWING.

To be taught the discernment of lines of truth and beauty, in nature as well as in art, is an educational factor, and is the privilege of every pupil in our public schools. How this privilege will influence their future lives will be shown in an exactitude for accuracy and precision in all details, as well as in a keen perception of opportunities to improve their environment. With improved environment comes as a resultant the improved citizen, or rather the citizen who is intelligently and appreciatively interested in all civic improvements. As

the underlying principle of all construction we hope to see the correlation of this department emphasized more and more each year.

Much of the success of this department, as well as that of other specialties, is dependent upon the intelligent interpretation, appreciation, and enthusiasm of the grade teacher, as well as upon the special teacher. Not until the latter is supported by the former will the highest degree of excellence be attained. The director of drawing, Mrs. Fuller, and the assistant director, Mr. Hunster, have carried on their work this year with their usual interest, very much the same lines being pursued as in the year before.

It was thought best, in the judgment of this committee, to eliminate entirely the responsibility of the drawing work of the two manual training schools from the director. As a result of this decision special teachers, to be in charge of the mechanical and free-hand drawing, respectively, have been appointed in both manual training schools.

A competitive examination was held last September, and the two candidates standing highest were appointed for grade work, while one promotion was made from grade work to the manual training department.

For course of study and plan work see report of director of drawing.

MUSIC.

The frequent calling upon the pupils of our public schools to contribute to the programmes upon patriotic occasions is significantly appropriate. The idea that a nation's purest and best instincts are being awakened and emblemized in the rhythm of music and song as sung by her children must make us feel that in the development of the music department of our public schools a high degree of service is being done for our country. The saying that "the man who hath not music in his soul is fit for treasons, strategems, and spoils" is a nearer truth than is often realized, and should urge recognition of music as a refining influence in our public-school system.

The statement that this department is doing good work can no doubt be corroborated by the public, and especially by those who have attended the graduation exercises of our normal schools, where the musical programmes as conducted by Miss Bentley in Normal School No. 1 and Miss Gibbs in Normal School No. 2 are particularly deserving of mention and praise.

The work in the high schools and grades is systematically carried out as heretofore. An accompanist for normal and high school work is, in the judgment of this committee, a necessity. We hope to see one appointed next year for the director and assistant director.

A new departure in this department last year was the appointing of substitute teachers, three being appointed during the year.

To the untiring zeal of Miss Bentley and Miss Gibbs and the faithful support of their assistants is the success of this department due.

For schedule work and plans see report of director of music.

PHYSICAL TRAINING.

The carrying out into definite purpose and action all that they may have gained by the steady application to and the mastering of the carefully planned curriculum of our public-school system will be dependent largely upon the physical condition of our pupils and upon their capacity of endurance or sustaining power. It is the belief of this committee that a strict adherence to the prescribed regulations of the physical-training department will tend largely to the acquiring of such power.

An enthusiasm and interest on the part of the grade teacher as well as the special teacher that would impress the pupils with the great vital importance and benefit of this particular work would go far toward creating the desired interest and consequent development of the physiques of the public-school pupils.

The prominent part that athletics are beginning to assume in the world's movements, the conspicuous positions it holds in the large educational institutions, sounds the keynote of warning that must not be ignored. One note in its favor was sounded on the world's keyboard when Cecil Rhodes in his will makes athletic qualifications count largely in a candidate's favor. As the fundamental basis for such qualifications the necessity for the best possible work in the physical-training department is evident. The director of physical training, Miss Stoneroad, is, in the opinion of this committee, working along proper lines for just such development.

The committee again urges the necessity for gymnasiums in all the high schools of the city and playgrounds to all the buildings of sufficient size to warrant healthy sports and games for the pupils.

The resignation of Miss George, the assistant director, caused the promotion of Miss Turner, who had been in charge of high-school work for several years, to the assistant directorship. The committee feels that said promotion was well deserved by this young woman, who has diligently sought for years to improve every opportunity for the further development of her work.

A competitive examination was held last September. One appointment was made during the year.

For detailed report of schedule, time, and plans see the report of the director of physical training.

COOKING.

Closely allied with the physical-training department is the cooking department of our schools. The selection of nutritious foods and the

proper preparation of them are the underlying principles of health. Exercises for physical development will amount to little if the nutrition to sustain such development be lacking. A proper conception of dietetics and sanitary laws by the individual is the prime factor in the development of a nation's health. To have them correctly understood by all citizens is the ideal situation for which this department of the public schools is striving. As this work bears directly upon home conditions and the future progress of a nation is dependent upon the development of the home, the importance of this work can not be overestimated in a community. When the sanitary conditions of the home are what they should be there need be no fear of plague or pestilence.

Miss Jacobs, the indefatigable head of this department, is ever on the alert for the improvement of her work. The preparation of special luncheons prepared by a class of pupils and supervised by a cooking teacher has been very successfully and agreeably carried out, the menu in each instance being selected, planned, and managed by the pupils. Appropriate arrangement of table service and proper serving of the meal by the pupils are practical illustrations of what has been learned during the year. Theory as an underlying principle is essential to all branches of work. The carrying out of this theory by practical demonstrations is what the pupil needs and what the public wishes to see. Such influences can not but help the home environment. I have often questioned pupils as to how many of them actually prepared dishes for home use, and have received in almost every instance encouraging answers. The preparation of palatable food with limited materials is a feature we hope to see emphasized. No lesson to the American mind needs more emphasis then that of economy, for as yet we are an extravagant nation.

On reaching the manual-training schools the cooking classes are more properly termed classes in domestic science. We hope to see with the completion of these two schools the highest degree of excellence in this particular branch of work. With properly equipped kitchens, dining rooms, and bedrooms we hope to have the girls made quite proficient in the art of housekeeping. Lessons in marketing and the itemization of the cost of all material consumed for specially prepared menus will add greatly to the economic feature which we wish to see instilled.

A competitive examination was held last September. Two appointments were made during the year.

For any detail in course of study see report of director of cooking.

SEWING.

A certain amount of pride in personal adornment that does not deteriorate into vanity has ever been a valuable possession to any individual. The slovenly attired man or woman is a doubtful factor

to deal with in life's equation. No department of our schools tends to develop personal pride so much as the sewing department. Nicety of detail and adjustment are the fundamental principles upon which it is founded. No department creates more individual enthusiasm from the fact that the articles made for wear and personal adornment are a tangible evidence of his skill, not only to the pupil, but to his parents and friends as well. This pride is necessarily reactionary in its influence upon the home life. Neatness and order are very likely to prevail in the home of the person who designs, makes, and wears neat apparel.

The missionary spirit of many of our sewing teachers reaches out into the homes of the very poor. To inculcate ideas of neatness, the desire to appear as well dressed as circumstances will allow, is the opportunity of the sewing teacher. Her appeals are in many cases readily responded to. The child who has learned to darn and patch will scarcely appear before her sewing teacher with a hole in her stocking or a rip in dress or coat. The sewing teacher in this personal appeal to her pupils is doing a valuable work in this community. Her appeals are made so as not to hurt the pride of parent or child, so almost unconsciously she is helping to mold better and more desirable citizens.

A fact not unworthy of note is that boys are beginning to take lessons in this department. The committee heartily recommends the course for those boys who may elect it.

A degree of excellence in this most valuable work is attained in the manual training schools that is very encouraging. Daintily made underwear, beautifully trimmed dresses, hand drawn work, and tailoring in all its details are very thoroughly taught.

Several of the graduates of the Armstrong School made their graduating dresses in the sewing room, and I must say that they appeared as well appareled on that evening as did those who had gone to the expense of employing a dressmaker. The committee recommends that this idea prevail in the future—that graduates of the sewing department in the manual training school shall appear on the night of graduation in dresses made by themselves.

The banner won by the Armstrong School in inspection drill, the suits worn by the boys' baseball team, and the aprons worn by the boys in shop work were made by the girls of the sewing department.

To Mrs. Cate and Miss Syphax the credit must be given for the excellent condition of the sewing department throughout the whole system. Their interest and zeal are untiring.

Competitive examinations were held last September. During the year four appointments were made.

For detailed report of this department see report of director of sewing.

NIGHT SCHOOLS.

To give opportunity to the handicapped, or rather those lacking opportunity for mental development, is the essential idea for which this most valuable adjunct of our public schools was established. It is an encouraging fact, a sign of vitality and growth in any community, to see night schools well patronized. It indicates a determination on the part of its citizens to overcome all obstacles to self-improvement.

The recommendation of this committee in its last year's report, that of consolidating all night schools into six large buildings—three buildings for white pupils and three buildings for colored pupils—was inaugurated at the beginning of the year's work. This consolidation of schools scattered over a large territory was viewed by many as an experiment attendant with doubtful success. The committee is glad to state that it has proven satisfactory. From both the pedagogical and economic standpoint the step was advisable; from the former, because the school building in which the work is graded from the first to the eighth grade, and in which every room is filled to its utmost capacity, as a result of interest and enthusiasm, is the school which will attract the indifferent pupil; from the latter, because the salaries of fewer janitors and the heating and lighting of fewer buildings were quite a consideration.

The committee is sorry to see the decrease in funds for these schools, as was shown by the reduction of appropriation for same.

The committee recommended in its last report the establishing of several industrial features in the night schools. With the reduction of over $2,000 in the appropriation for said schools their establishment is doubtful. Lessons in cooking in each building were given last year with excellent results. Several boys sought admission into these classes. They were admitted and have proved to be as enthusiastic as the girls. The committee does not see why they should not at all times be considered as legitimate and eligible students. Raphia work and chair caning were carried on in one building only, the Gales. We hope to see the establishment of this very economic industry in each building. Sewing and carpentry would prove attractive features in these schools. We trust to the generosity of Congress in the future to enable us to satisfactorily carry on these important branches of work.

The committee deplores the age limit of 21 years for night pupils as passed by Congress. This act will decrease considerably the number of pupils, especially in the colored schools. To this humble class of citizens, who by the restrictions of conditions were in their youth debarred the advantages so generously afforded the youth of to-day, this decision of Congress means much. The plea of the older ones that they simply want to learn to read the Bible and to know enough of figures to do a little business of some kind is appealing and pathetic.

It is the aim of the committee to so inaugurate the industrial features of the night schools as to bring under its influence, if possible, many of the idle youth who now parade the streets. The corps of night school teachers was this year for the first time placed under special supervision, Mr. Raymond Riordon being appointed director and Mr. F. L. Cardozo, jr., assistant director. The committee is sorry to state that all the teachers were not found able to cope with the work, or, in other words, to reach the standard desired. Being compelled to carry on the work of next year with one-third less the former appropriation fewer teachers were reappointed.

The business department of the night schools, which was carried on very successfully by Mr. Wilson, of the Central High School, drawing its pupils, as it does, from the many department stores of the city, the employees of which depend solely upon this institution for self-improvement, is proving to be one of the vitalizing forces of this community. We trust we have given the public satisfaction, but with an increase of appropriation by Congress in the future for the maintenance of these schools we hope to improve upon present conditions.

VACATION SCHOOL.

The vacation school idea is with us, and with us to stay. We feel encouraged in the work because, although handicapped by the withdrawal of the appropriation for the same, we were in a measure able to carry on the work with interest and enthusiasm on the part of teachers and pupils. The idea for which these schools stand had so often been given the public through the press that no emphasis of their value was needed to create a responsive generosity on the part of our citizens to help carry on the work. Cloth for the sewing rooms, materials for the kitchen, raphia, straw braid, ribbons, and flowers for the millinery department, and lumber for the workshops were all liberally given by the merchants of the city.

Under the entire direction of special teachers the lighter industries created unprecedented enthusiasm among the pupils and parents. So eager were the children to attend these schools that though compelled in many rooms to stand and sit upon the floors they gladly came. In the Greenleaf School particularly I saw in several rooms, the seating capacity of which was for 48 pupils, as many as 100 pupils.

The preparation of the raphia before braiding, the braiding and the plaiting, as the children conversed in low tones, the click, click, click of the typewriter, the buzz of the saw, and the noise of the plane, the hum of the sewing machines in the sewing rooms, the clank of pans and platters in the kitchen, the songs of one-half of the little kindergarten children and the play and laughter of the other half in the yard, all culminated into an orderly disorder that was refreshing and inspiring. The Greenleaf School is the only building where a kitchen

garden is cultivated. It would be a commendable effort to establish such gardens in every school yard in the District.

Equal zeal and earnestness in the work was shown by Miss Russell and her corps of teachers at Lincoln Building and by Mr. Cardozo and his corps of teachers at the Stevens Building. They personally solicited aid for their respective schools, in which solicitations they were successful. The same line of work by special teachers was carried on in these buildings as has been described at Greenleaf.

The economic idea, the utilizing of any material that may be at hand, was splendidly carried out in these schools. The pupils were taught to make many useful articles out of old tomato cans, such as flour and sugar scoops, quart measures, and candlesticks. They were exhibited and were carried home as souvenirs of their work. The twisting of copper wire into many useful articles as iron holders, toasting racks, letter holders, and picture easels was very successfully taught and interested the children more than any other department. Another attractive feature was the drawing class, the work of which also tended toward the economic and practical and included the designing and the dainty decorating of paper napkins, match boxes, pin trays, candy boxes, and picture frames.

One of the most attractive features of the vacation school, or rather the one in which the children are most interested, is the car rides so frequently given them by generous-hearted citizens. The missionary spirit or tendency of these schools, the few hours of rescue as far as the children are concerned, and the few hours of relief given the care-worn mothers are sufficient rewards to these faithful teachers.

The appropriation for vacation schools last year was $1,000, a sum sufficient for the proper conducting of one school. The committee recommended in its report of last year the asking of Congress for $4,000 to carry on four such schools, but no appropriation was made. We hope to be more successful this year. The committee again most respectfully recommends that an appropriation sufficient to carry on this great work be given us by Congress.

Respectfully submitted.

BETTIE G. FRANCIS, *Chairman.*

REPORT OF SUPERINTENDENT STUART.

To the Board of Education:

I have the honor to submit herewith my annual report of the progress and present condition of the schools under my charge for the year ending June 30, 1902. I append certain tabular statements and also the reports to me of the supervising principals, the director of high schools, and the heads of special departments.

Number of pupils enrolled:

First eight divisions	35,079
Ninth, tenth, and eleventh divisions	13,353
Total	48,432
Number of white pupils (male, 15,804; female, 16,714)	32,518
Number of colored pupils (male, 6,890; female, 9,024)	15,914
Total	48,432
Number of pupils in city schools (white, 28,634; colored, 13,353)	41,987
Number of pupils in county schools (white, 3,884; colored, 2,561)	6,445
Total	48,432
Number of male pupils (white, 15,804; colored, 6,890)	22,694
Number of female pupils (white, 16,714; colored, 9,024)	25,738
Total	48,432

	Male.	Female.	Total.
Number of pupils in normal schools	14	164	178
Number of pupils in high schools	942	1,982	2,924
Number of pupils in manual training schools	336	189	525
Number of pupils in grammar and primary schools	20,561	22,518	43,079
Number of pupils in kindergartens	841	885	1,726
Total	22,694	25,738	48,432

PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 6.88; female, 60.01; total, 66.89. Colored—male, 6.05; female, 27.06; total, 33.11, distributed as follows:

	White.		Colored.		Total.		Total.
	Male.	Female.	Male.	Female.	Male.	Female.	
Supervising principals	0.60	.....	0.23	.....	0.83	.....	0.83
Directors of primary work	.....	0.07	.....	0.07	.....	0.14	.14
Special	1.13	4.16	.83	1.89	1.96	6.05	8.01
Normal schools	.....	.76	.....	.53	.....	1.29	1.29
High schools	2.80	5.59	1.13	.76	3.93	6.35	10.28
Manual training schools	.76	.45	1.06	.38	1.82	.83	2.65
Grammar and primary schools	1.59	44.67	2.80	21.32	4.39	65.99	70.38
Assistants to principals	.....	.91	.....	.45	.....	1.36	1.36
Kindergartens	.....	3.40	.....	1.66	.....	5.06	5.06
Total	6.88	60.01	6.05	27.06	12.93	87.07	100

WEBB SCHOOL.

The per cent of white teachers was: Male, 10.28; female, 89.72; distributed as follows:

	Male.	Female.	Total.
Supervising principals	0.91	.....	0.91
Director of primary work	.....	0.11	.11
Special	1.69	6.21	7.90
Normal school	.....	1.13	1.13
High schools	4.18	8.36	12.54
Manual training school	1.13	.68	1.81
Grammar and primary schools	2.37	66.78	69.15
Assistants to principals	.....	1.36	1.36
Kindergartens	.....	5.09	5.09
Total	10.28	89.72	100

The per cent of colored teachers was: Male, 18.26; female, 81.74; distributed as follows:

	Male.	Female.	Total.
Supervising principals	0.68	.....	0.68
Assistant director of primary work	.....	0.23	.23
Special	2.51	5.71	8.22
Normal school	.....	1.60	1.60
High school	3.42	2.29	5.71
Manual training school	3.20	1.14	4.34
Grammar and primary schools	8.45	64.38	72.83
Assistants to principals	.....	1.37	1.37
Kindergartens	.....	5.02	5.02
Total	18.26	81.74	100

ENROLLMENT.

The number of pupils enrolled was 48,432—32,518 white and 15,914 colored. This shows an increase of 1,001, or 2.11 per cent, over the enrollment of the previous year.

The average enrollment was 40,658, or 3.19 per cent above that of the previous year.

The average number of pupils in daily attendance was 37,996.

TEACHERS.

There were employed 1,323 teachers, as follows:

	Males.	Females.	Total.
First eight divisions	111	839	950
Ninth, tenth, and eleventh divisions	60	313	373
Total	171	1,152	1,323
Number of white teachers	91	794	885
Number of colored teachers	80	358	438
Total	171	1,152	1,323
City schools:			
White	81	711	792
Colored	60	313	373
Total	141	1,024	1,165
County schools:			
White	10	83	93
Colored	20	45	65
Total	30	128	158

Teachers were distributed as follows:

	White.	Colored.	Total.
Supervising principals	8	3	11
Director of high schools	1	0	1
Director of manual-training schools	1	0	1
Director of primary work	1	0	1
Assistant director of primary work	0	1	1
Normal schools	10	7	17
High schools	110	25	135
Manual-training schools	15	19	34
Grammar schools	262	102	364
Primary schools	350	217	567
Assistants to principals	12	6	18
Kindergartens	45	22	67
Music	10	6	16
Drawing	7	6	13
Manual training in grades	14	4	18
Cooking	13	6	19
Sewing	18	10	28
Physical training	6	4	10
Librarian	1	0	1
Assistant	1	0	1
Total	885	438	1,323

The day schools cost—

Officers	$18,190.00
Teachers and supervisors	880,427.63
Kindergarten instruction	[a] 24,999.83
Janitors and care of buildings and grounds	74,097.97
Rent of school buildings and repair shop	15,641.73
Fuel	45,000.00
Contingent expenses, including printing, etc	32,468.98
Free text-books and supplies	44,958.27
Industrial instruction, including manual training, cooking, and sewing	9,984.24
Flags	998.92
Furniture for new school buildings	14,838.33
Furniture for and equipment of Manual Training School No. 1	25,000.00
Furniture for and equipment of Manual Training School No. 2	35,778.00
Repairs and improvements to buildings and grounds	49,431.44
Repairs to and changes in plumbing	24,439.40
New buildings and grounds	398,000.00
Total	1,694,254.74

There were enrolled in the night schools 2,750 persons, of whom 1,626 are white and 1,124 colored, who were taught by 68 teachers—41 white and 27 colored. There were 13 male teachers—9 white and 4 colored, and 55 female teachers—32 white and 23 colored.

The night schools cost—

For teachers	$7,984.46
For janitors	805.00
For contingent expenses	492.56
Total	9,282.02

[a] Includes $1,335.98 paid for materials, etc.

The night schools were in session 57 nights.

Schools.	Whole enrollment.	Average enrollment.	Average attendance.	Per cent of attendance.	Number of nights open.	Number of teachers.
WHITE.						
Business night high	501	250	222.5	89	60	8
Gales	338	250.8	221.7	88.3	57	9
Jefferson[a]	282	184.1	153	83	57	10
Franklin[b]	232	179.6	147.4	82	57	7
Greenleaf	90	63.8	54.8	85.9	40	[c]5
O Street (cooking)	66	17.5	13.2	75.4	57	1
Seaton (cooking)	117	27.5	24	87.4	57	1
Total	1,125	723.3	614.1	84.8	.....	33
Total white	1,626	973.3	836.6	85.9	.....	41
COLORED.						
Randall[b]	259	217	161.7	74.5	56	7
Cook[b]	307	281.7	207.3	73.5	57	8
Stevens[b]	558	293.4	243.9	83.1	57	[d]12
Total colored	1,124	792.1	612.9	77.3	.....	27
Grand total	2,750	1,765.4	1,449.5	82.1	.....	68

[a] Includes a manual training school and a cooking school.
[b] Includes cooking school.
[c] Includes director.
[d] Includes assistant director.

VACATION SCHOOL.

There were enrolled in the vacation schools 484 persons. They were taught by 19 teachers.

The vacation schools cost—

For teachers	$829.00
For janitor	30.00
For incidental expenses	138.26
Total	997.26

This school was in session twenty-nine days, beginning June 19 and ending August 1, 1901.

The relative numbers of pupils enrolled in the different grades of our schools are shown by the following:

Schools.	White.	Colored.
Normal	98	80
High	2,260	664
Manual training	262	263
Grammar	11,495	3,842
Primary	17,266	10,476
Kindergarten	1,137	589
Total	32,518	15,914

The day schools were in session one hundred and seventy-six days.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
Whole enrollment:			
Normal schools	98	80	178
High schools	2,260	664	2,924
Manual training schools	262	263	525
Grammar and primary schools	28,761	14,318	43,079
Kindergartens	1,137	589	1,726
Total	32,518	15,914	48,432
Increase for the year	667	334	1,001
Per cent of increase	2.09	2.14	2.11
Average enrollment:			
Normal schools	90	75	165
High schools	1,975	530	2,505
Manual training schools	236	211	447
Grammar and primary schools	24,597	11,843	36,440
Kindergartens	757	344	1,101
Total	27,655	13,003	40,658
Increase for the year	923	334	1,257
Per cent of increase	3.45	2.63	3.19
Average attendance:			
Normal schools	86	74	160
High schools	1,867	506	2,373
Manual training schools	224	199	423
Grammar and primary schools	22,951	11,122	34,073
Kindergartens	662	305	967
Total	25,790	12,206	37,996
Increase for the year	1,001	323	1,324
Per cent of increase	4.03	2.71	3.61
Whole enrollment:			
Boys	15,804	6,890	22,694
Girls	16,714	9,024	25,738
Total	32,518	15,914	48,432
Whole enrollment in night schools	1,626	1,124	2,750
Grand total	34,144	17,038	51,182
School buildings:[a]			
Owned[b]	76	39	115
Rented	16	3	19
Total	92	42	134
School rooms:[a]			
Owned[b]	592	276	868
Rented	41	22	63
Total	633	298	931
Number of teachers:			
Males	91	80	171
Females	794	358	1,152
Total	885	438	1,323
Night schools	41	27	68
Grand total	926	465	1,391
Cost of tuition per pupil, including supervision, based on the average enrollment	$22.67	$21.21	$22.45
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment	.....	.....	$30.06

[a] Not including high schools and abandoned buildings.
[b] Includes Industrial Home and Orphans' Home, not owned.

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1902.*

Grade.	White.	Colored.	Total.
Normal schools	98	80	178
High schools	2,260	664	2,924
Manual training schools	262	263	525
Total	2,620	1,007	3,627
Grammar schools, city:			
Eighth grade	2,044	507	2,551
Seventh grade	2,231	646	2,877
Sixth grade	2,744	898	3,642
Fifth grade	3,193	1,140	4,333
Total	10,212	3,191	13,403
Primary schools, city:			
Fourth grade	3,443	1,454	4,897
Third grade	3,419	1,681	5,100
Second grade	3,463	2,136	5,599
First grade	4,476	3,413	7,889
Total	14,801	8,684	23,485
County schools	3,748	2,443	6,191
Kindergartens:			
City	1,001	471	1,472
County	136	118	254
Total	1,137	589	1,726
Grand total	32,518	15,914	48,432

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1902.*

	Boys.	Girls.	Total.	Per cent.
Normal schools	14	164	178	.37
High schools	942	1,982	2,924	6.04
Manual training schools	336	189	525	1.08
Eighth grade	1,199	1,705	2,904	6
Seventh grade	1,337	1,887	3,224	6.66
Sixth grade	1,789	2,377	4,166	8.60
Fifth grade	2,252	2,791	5,043	10.41
Fourth grade	2,748	2,997	5,745	11.86
Third grade	3,078	2,946	6,024	12.44
Second grade	3,296	3,262	6,558	13.54
First grade	4,862	4,553	9,415	19.44
Kindergarten	841	885	1,726	3.56
Total	22,694	25,738	48,432	100
SUMMARY.				
Normal, high, and manual training schools	1,292	2,335	3,627	7.49
Grammar schools	6,577	8,760	15,337	31.67
Primary schools	13,984	13,758	27,742	57.28
Kindergartens	841	885	1,726	3.56
Total	22,694	25,738	48,432	100

The whole number of schools below the high schools was as follows:

Grade.	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade	47	13	60
Seventh grade	52	16	68
Sixth grade	60	23	83
Fifth grade	69	28	97
Total	228	80	308
Primary schools, city:			
Fourth grade	71	33	104
Third grade	74	39	113
Second grade	77	49	126
First grade	87	66	153
Total	309	187	496
County schools	86	61	147
Kindergartens:			
City	18	9	27
County	3	2	5
Grand total	644	339	983
Number of whole-day schools	453	179	632
Number of half-day schools	170	149	319
Number of kindergartens	21	11	32
Total	644	339	983

The average number of pupils to the school, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principals)	21.3	27	22.4
Manual training schools (to a teacher, excluding principals)	18.7	14.6	16.4
Grammar schools, city:			
Eighth grade	43.4	39	42.5
Seventh grade	42.9	40.3	42.3
Sixth grade	45.7	34.6	43.8
Fifth grade	47.5	40.7	44.6
Primary schools, city:			
Fourth grade	48.4	44	45.5
Third grade	46.2	43.1	45.1
Second grade	44.8	43.5	44.4
First grade	51.4	51.7	51.5
County schools	43.5	40	42.1
Kindergartens:			
City	55.5	52.3	54.5
County	45.3	59	50.8

One thousand three hundred and twenty-three teachers were employed, as follows:

	White.	Colored.	Total.
Supervising principal	8	3	11
Director of high schools	1	0	1
Director of manual training schools	1	0	1
Director of primary work	1	0	1
Assistant director of primary work	0	1	1
Normal schools	10	7	17
High schools	110	25	135
Manual training schools	15	19	34
Total	146	55	201

	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade	47	13	60
Seventh grade	52	16	68
Sixth grade	60	23	83
Fifth grade	69	28	97
Total	228	80	308
Primary schools, city:			
Fourth grade	69	33	102
Third grade	72	36	108
Second grade	73	46	119
First grade	84	63	147
Total	298	178	476
Assistants to principals	12	6	18
County schools	86	61	147
Kindergartens:			
City	39	18	57
County	6	4	10
Total	45	22	67
Teachers of music	10	6	16
Teachers of drawing	7	6	13
Teachers of manual training in grades	14	4	18
Teachers of cooking	13	6	19
Teachers of sewing	18	10	28
Teachers of physical training	6	4	10
Librarian	1	.....	1
Assistant	1	.....	1
Grand total	885	438	1,323

The cost for members of the Board of Education, office force, supervision, and teaching was as follows:

	White.	Colored.	Total.
5 members of the Board of Education	$2,160.00	.....	$2,160.00
2 members of the Board of Education	.....	$910.00	910.00
1 secretary	2,000.00	.....	2,000.00
1 clerk	1,400.00	.....	1,400.00
1 clerk	.....	1,000.00	1,000.00
1 clerk	1,000.00	.....	1,000.00
1 messenger	720.00	.....	720.00
Total	7,280.00	1,910.00	9,190.00
Cost per pupil (estimated on the average enrollment)	.26	.14	.22
Supervision:			
1 superintendent	4,000.00	.....	4,000.00
1 assistant superintendent	2,500.00	.....	2,500.00
1 assistant superintendent	.....	2,500.00	2,500.00
8 supervising principals	16,000.00	.....	16,000.00
3 supervising principals	.....	6,000.00	6,000.00
1 director of primary work	1,500.00	.....	1,500.00
1 assistant director of primary work	.....	1,100.00	1,100.00
1 librarian	800.00	.....	800.00
1 assistant	500.00	.....	500.00
Total	25,300.00	9,600.00	34,900.00
Cost per pupil (estimated on the average enrollment)	.91	.73	.85
Tuition:			
Normal schools—			
1 principal	1,600.00	.....	1,600.00
1 principal	.....	1,600.00	1,600.00
9 teachers	8,550.00	.....	8,550.00
6 teachers	.....	4,920.00	4,920.00
Total	[a] 10,150.00	[b] 6,520.00	16,670.00
Cost per pupil (estimated on average enrollment)	45.95	28.11	37.84

[a] This includes the cost of teaching 12 practice schools, $6,013.84.
[b] This includes the cost of teaching 9 practice schools, $4,411.26.

	White.	Colored.	Total.
Tuition—Continued.			
High schools—			
1 director	$2,500.00		$2,500.00
4 principals	6,400.00		6,400.00
1 principal		$1,600.00	1,600.00
106 teachers	94,225.08		94,225.08
24 teachers		19,891.13	19,891.13
Total	103,125.08	21,491.13	124,616.21
Cost per pupil (estimated on average enrollment)	52.21	40.54	49.74
Manual-training schools—			
1 director	2,000.00		2,000.00
1 principal	1,600.00		1,600.00
1 principal		1,200.00	1,200.00
14 teachers	13,154.20		13,154.20
18 teachers		14,840.00	14,840.00
Total	16,754.20	16,040.00	32,794.20
Cost per pupil (estimated on average enrollment)	70.99	76.01	73.36
Grammar schools, city—			
47 eighth, 52 seventh, 60 sixth, 69 fifth grade schools	189,589.49		189,589.49
13 eighth, 16 seventh, 23 sixth, 28 fifth grade schools		64,475.00	64,475.00
Total	189,589.49	64,475.00	254,064.49
Cost per pupil (estimated on average enrollment)	21.33	23.14	21.76
Primary schools, city—			
69 fourth, 72 third, 73 second, 84 first grade schools	159,704.81		159,704.81
33 fourth, 36 third, 46 second, 63 first grade schools		93,791.41	93,791.41
Total	[a]159,704.81	[b] 93,791.41	253,496.22
Cost per pupil (estimated on average enrollment)	13.15	13.78	13.84
Assistant to principals—			
12 assistants	4,764.66		4,764.66
6 assistants		2,656.08	2,656.08
Total	4,764.66	2,656.08	7,420.74
Cost per pupil (estimated on average enrollment)	.22	.26	.26
Special teachers—			
10 music teachers, 7 drawing teachers, 6 teachers of physical training	16,846.85		16,846.85
6 music teachers, 6 drawing teachers, 4 teachers of physical training		11,750.00	11,750.00
Total	16,846.85	11,750.00	28,596.85
Cost per pupil (estimated on the average enrollment)	.60	.90	.70
Manual training in grade schools—			
Carpentry, 12; metal working, 2; cooking, 13; sewing, 18.	30,582.50		30,582.50
Carpentry, 3; metal working, 1; cooking, 6; sewing, 10		12,020.00	12,020.00
Total	30,582.50	12,020.00	42,602.50
Cost per pupil (estimated on the average enrollment)	1.10	.92	1.04
County schools—			
86 teachers	55,839.11		55,839.11
61 teachers		38,427.31	38,427.31
Total	55,839.11	38,427.31	94,266.42
Cost per pupil (estimated on average enrollment)	17.90	19.88	18.66
Kindergartens—			
City	12,438.94	7,749.91	20,188.85
County	2,075.00	1,400.00	3,475.00
Total	14,513.94	9,149.91	23,663.85
Cost per pupil (estimated on average enrollment)—			
City	18.62	27.38	21.22
County	23.31	22.95	23.16
Total	19.17	26.59	21.49

[a] To be increased by the cost of teaching 12 practice schools, $6,013.84.
[b] To be increased by the cost of teaching 9 practice schools, $4,411.26.

SUMMARY.

Total cost of Board of Education		$9,190.00
Total cost of instruction, including supervision		913,091.48
Whole number of pupils enrolled	48,432	
Average number of pupils enrolled	40,658	
Average number of pupils in daily attendance	37,996	
Average cost of instruction, including supervision, estimated on—		
1. Whole enrollment		16.78
2. Average enrollment		22.45
3. Average attendance		24.03

Janitors.

Total amount expended		74,097.97

Contingent expenses.

Total amount expended		32,468.98
Average amount per pupil (estimated on the average enrollment)		.79

Free text-books and supplies.

Total amount expended		44,958.27
Average amount per pupil (estimated on average enrollment)		1.23

Industrial instruction.

Total amount expended		9,984.24

Fuel.

Total amount expended		45,000.00

Rent.

Total amount expended		15,641.73

Flags.

Total amount expended		998.92

Furniture for new school buildings.

Total amount expended for new buildings		14,838.33

Furniture and equipment.

For Manual Training School No. 1	$25,000.00	
For Manual Training School No. 2	35,778.00	
Total amount expended		60,778.00

Kindergartens.

Total amount expended (exclusive of salaries)		1,335.98
Average amount per pupil (estimated on average enrollment)		1.21

SUMMARY.

Amount expended, grand total		$1,222,383.90
Average cost per pupil (including all high, normal, and manual-training schools) for all expenses except repairs and permanent improvements:		
1. On whole enrollment		25.23
2. On average enrollment		30.06
3. On average attendance		32.17

Supervision.

One superintendent		$4,000.00
One assistant superintendent		2,500.00
One assistant superintendent[a]		2,500.00
Eight supervising principals		16,000.00
Three supervising principals[a]		6,000.00
One director of primary work		1,500.00
One assistant director of primary work[a]		1,100.00
One librarian		800.00
One assistant		500.00
Total cost of supervision		34,900.00
Average cost per pupil (estimated on the average enrollment)		.85

[a] Colored.

NORMAL SCHOOLS.

	No. 1.	No. 2.[a]	Total.
Number of teachers trained	98	80	178
Average attendance	86	74	160
Number of teachers employed	10	7	17
Average salary	$1,015.00	$931.42	$980.58

[a] Colored.

HIGH SCHOOLS.

	Central.	Eastern.	Western.	Business.	M Street.[a]	Total.
Number of pupils enrolled (boys, 942; girls, 1,982)	807	415	335	703	664	2,924
Average enrollment	706	375	291	603	530	2,505
Average attendance	669	350	275	573	506	2,373
Per cent of attendance	94.7	93.4	93.8	95	95.4	94.7
Average number of cases of tardiness per month	98.9	27.4	28.5	47.3	71.1	273.2
Number of teachers employed	46	22	17	25	25	135
Average salary paid	$950.92	$898.97	$924.89	$855.27	$859.64	$904.56
Cost of tuition per pupil (estimated on average enrollment)	$65.49	$53	$54.03	$35.45	$40.54	$49.74

[a] Colored.

MANUAL TRAINING SCHOOLS.

	McKinley.	Armstrong.[a]	Total.
Number of pupils enrolled (boys, 336; girls, 189)	262	263	525
Average enrollment	236	211	447
Average attendance	224	199	423
Per cent of attendance	95.2	94.1	94.6
Average number of cases of tardiness per month	58.7	33.9	92.6
Number of teachers employed	15	19	34
Average salary paid	$983.61	$844.21	$905.71
Cost of tuition per pupil (estimated on average enrollment)	$90.99	$76.01	$73.36

[a] Colored

GRAMMAR AND PRIMARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled	28,761	14,318	43,079
Average enrollment	24,597	11,843	36,440
Average attendance	22,951	11,122	34,073
Per cent of attendance	93.3	93.9	93.5
Average number of cases of tardiness per month	2,681.6	678.8	3,360.4
Number of pupils dismissed	3	0	3
Number of corporal punishments	39	18	57
Number of teachers employed	624	325	949
Average salary paid	$664.05	$613.43	$647.39
Average number of pupils to the teacher (estimated on the average enrollment)	39.2	36.4	38.3
Cost of tuition per pupil (estimated on average enrollment)	$14.44	$13.82	$14.21

KINDERGARTENS.

Number of pupils enrolled	1,137	589	1,726
Average enrollment	757	344	1,101
Average attendance	662	305	967
Per cent of attendance	87.4	88.6	87.8
Average number of cases of tardiness per month	105.8	31.2	137.0
Number of teachers employed	45	22	67
Average salary paid	$322.97	$415.90	$353.19
Average number of pupils to the teacher (estimated on average enrollment)	16.7	15.6	16.4
Cost of tuition per pupil (estimated on average enrollment)	$19.17	$26.59	$21.49

SPECIAL TEACHERS.

	White.	Colored.	Total.
Music	10	6	16
Drawing	7	6	13
Physical training	6	4	10
Average salary paid:			
Music	$690.00	$808.33	$734.37
Drawing	$778.47	$630.00	$719.18
Physical training	$749.58	$750.00	$749.75
Average cost per pupil for special tuition (estimated on the average enrollment)	$0.60	$0.90	$0.70

TEACHERS OF MANUAL TRAINING.[a]

Carpentry and metal working	14	4	18
Cooking	13	6	19
Sewing	18	10	28
Average salary paid:			
Carpentry and metal working	$803.57	$681.25	$776.38
Cooking	$654.80	$641.66	$650.65
Sewing	$601.11	$544.50	$580.89
Average cost per pupil for manual training (estimated on average enrollment)	$1.10	$0.92	$1.04

[a] For grade schools.

NIGHT SCHOOLS.

Number of nights open	57
Whole number of pupils enrolled	2,650
Average number of pupils enrolled	1,765.4
Average number of pupils in attendance	1,449.5
Per cent of attendance	82.1
Number of teachers, including principals and directors	68
Average salary paid	$117.41
Cost of tuition per pupil (based on average enrollment)	$4.52

VACATION SCHOOL.

Number of days school was open	29
Number of teachers, including principal	19
Whole number of pupils enrolled	484
Average enrollment	299
Average attendance	282
Per cent of attendance	94.1
Average salary paid, per teacher	$52.48
Cost of tuition, per pupil, for all expenses (based on the average enrollment)	$3.33

TABLE IV[1].—*Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1902.*

Grade.	Boys.	Girls.	Total.	Per cent.
Normal school	2	96	98	0.30
High schools	803	1,457	2,260	6.95
Manual training school	226	36	262	.81
Eighth grade	1,000	1,277	2,277	7
Seventh grade	1,087	1,373	2,460	7.57
Sixth grade	1,411	1,696	3,107	9.55
Fifth grade	1,716	1,935	3,651	11.23
Fourth grade	1,987	1,970	3,957	12.17
Third grade	2,085	1,925	4,010	12.33
Second grade	2,095	1,919	4,014	12.34
First grade	2,824	2,461	5,285	16.25
Kindergarten	568	569	1,137	3.50
Total	15,804	16,714	32,518	100
SUMMARY.				
Normal, high, and manual training schools	1,031	1,589	2,620	8.06
Grammar schools	5,214	6,281	11,495	35.35
Primary schools	8,991	8,275	17,266	53.09
Kindergartens	568	569	1,137	3.50
Total	15,804	16,714	32,518	100

TABLE IV[2].—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1902.*

Grade.	Boys.	Girls.	Total.	Per cent.
Normal school	12	68	80	0.50
High school	139	525	664	4.17
Manual training school	110	153	263	1.65
Eighth grade	199	428	627	3.94
Seventh grade	250	514	764	4.80
Sixth grade	378	681	1,059	6.65
Fifth grade	536	856	1,392	8.75
Fourth grade	761	1,027	1,788	11.24
Third grade	993	1,021	2,014	12.66
Second grade	1,201	1,343	2,544	15.99
First grade	2,038	2,092	4,130	25.95
Kindergarten	273	316	589	3.70
Total	6,890	9,024	15,914	100
SUMMARY.				
Normal, high, and manual training schools	261	746	1,007	6.32
Grammar schools	1,363	2,479	3,842	24.14
Primary schools	4,993	5,483	10,476	65.84
Kindergartens	273	316	589	3.70
Total	6,890	9,024	15,914	100

Owned and rented buildings used by the schools during the school year ending June 30, 1902.

Division.	Buildings.[a]			Rooms.[a]		
	Owned.	Rented.	Total.	Owned.[b]	Rented.	Total.
First	11	.....	11	100	.....	100
Second	8	3	11	77	22	99
Third	10	1	11	84	2	86
Fourth	9	1	10	76	2	78
Fifth	[c] 12	1	13	81	3	84
Sixth	8	5	13	68	6	74
Seventh:						
White	9	2	11	52	3	55
Colored	[d] 9	.....	9	36	.....	36
Eighth:						
White	10	3	13	54	3	57
Colored	6	.....	6	27	.....	27
Ninth [e]	7	1	8	70	[b] 10	80
Tenth [e]	8	2	10	71	12	83
Eleventh [e]	8	.....	8	72	.....	72
Total	115	19	134	868	63	931
White	76	16	92	592	41	633
Colored	39	3	42	276	22	298
Total	115	19	134	868	63	931

[a] Not including high schools and abandoned buildings.
[b] These rooms are regular schoolrooms. Basement rooms are not counted in this table.
[c] Including Industrial Home, not owned by the schools.
[d] Including Orphans' Home, not owned by the schools.
[e] Colored.

Free text-books and supplies.

	Quantity.	Cost.
BOOKS.		
Æsop's Fables	480	$119.60
Algebra, Wentworth's	600	537.00
Arithmetic:		
Cook and Cropsey's	804	435.50
Milne's Elements of	900	214.50
Milne's Standard	1,020	528.70
Nichol's Graded Lessons—		
Book 2	150	30.00
Book 3	150	30.00

Free text-books and supplies—Continued.

	Quantity.	Cost.
BOOKS—continued.		
Arithmetic reader:		
Second grade	240	$38.00
Third grade	1,236	245.14
Copy books:		
Normal series—		
Book C	6,300	315.38
Book No. 3	6,144	407.04
Book No. 4	5,760	381.60
Book No. 5	4,980	329.93
Book No. 6	4,200	278.25
Vertical Rapid Business System	400	40.00
Dictionary, Comprehensive, Worcester's	100	95.00
Essentials of Health	84	58.73
Evangeline	204	20.23
Geography:		
Frye's Complete	156	155.74
Frye's Primary	480	229.60
Morto[illegible]'s Advanced	452	433.92
Redway's Natural Elementary	972	464.94
Redway's Natural Advanced	516	515.14
Grammar:		
Buehler's	324	161.46
Mother Tongue	636	227.90
Wheeler's	323	103.12
Hans Andersen's Stories	300	79.75
Hawthorne	3,400	408.00
History:		
Fiske's	288	215.52
Johnson's	108	92.88
McMaster's	468	373.62
Montgomery's American	504	402.36
Montgomery's Beginners'	5,024	2,407.33
Irving, Warner, and Whittier	2,950	1,140.60
Merchant of Venice	30	18.72
Miles Standish	240	23.80
Millet	50	22.25
Music Reader, Modern Music:		
Primer	5,800	870.00
First	5,800	1,044.00
Second	7,300	1,752.00
Third	172	40.80
Old Greek Stories	132	47.30
Readers:		
Merrill's Graded Literature:		
First	726	147.96
Second	750	237.50
Third	620	221.65
Fourth	576	228.48
Fifth	5,020	1,718.31
Stepping Stones to Literature:		
First	8,400	1,512.00
Second	6,500	1,565.60
Third	7,720	1,808.20
Fourth	6,004	2,190.00
Silas Marner	45	9.36
South American Republics	400	200.00
Word Analysis, Swinton's	372	85.25
Word and Sentence Book, Merrill's	8,400	1,659.00
Total	.....	26,918.66
SUPPLIES.		
Blackboard erasers ..... dozen..	430	159.10
Blackboard pointers ..... do....	9	18.00
Cardboard ..... sheets..	15,500	166.62
Chalk crayons ..... gross..	5,500	352.65
Clay ..... barrels..	101½	101.50
Compasses ..... dozen..	202	320.00
Drawing tablets	23,310	173.89
Dumb-bells, complete ..... pairs..	120	28.40
Ink, black ..... quarts..	4,080	571.60
Glue, Le Page's ..... cans..	400	72.00
Maps of the District of Columbia	3,500	175.00
Mucilage, Carter's ..... pints..	300	84.00
Paint brushes ..... gross..	170	393.75
Paint boxes ..... dozen..	50	172.80
Paints ..... cakes..	4,584	137.52
Paper:		
Blocks	72,000	1,930.01
Composition No. 1 ..... packages..	8,000	424.00
Composition No. 2 ..... do....	500	265.00

Free text-books and supplies—Continued.

		Quantity.	Cost.
SUPPLIES—continued.			
Paper—Continued.			
Composition No. 3	packages..	30,253	
Examination	reams..	3,001	$1,603.41
Practice	packages..	39,962	2,220.74
Wrapping, jute, manila	reams..	350	1,878.21
Pencils:			694.98
Drawing	gross..	150	
High school	do....	158½	187.50
Washington public schools	do....	1,500	197.92
Penholders	do....	500	1,764.00
Pens:			425.00
Esterbrook	do....	3,100	
Eagle	do....	1,500	775.00
Rulers, plain edge	dozen..	700	330.00
Squares	do....	50	182.00
Wands	do....	18	40.00
Wand racks		6	15.60
			5.00
Total		.....	15,865.20
ADDITIONAL EXPENSES.			
Salary of custodian		.....	1,001.36
Salary of assistant custodian		.....	500.30
Hauling and labor		.....	672.75
Total		.....	2,174.41
Grand total		.....	44,958.27

The number of pupils enrolled in the eight grades that were supplied with free books was 43,079, making the cost per pupil for all books, supplies, and miscellaneous expenses $1.043, and the cost for books alone, $0.624.

The cost of books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	9,415	$2,032.33	$0.215
Second	6,558	2,565.45	.391
Third	6,024	3,030.04	.503
Fourth	5,745	4,553.35	.792
Fifth	5,043	5,580.29	1.107
Sixth	4,166	2,959.38	.710
Seventh	3,224	3,326.73	1.032
Eighth	2,904	2,871.09	.989
Total	43,079	26,918.66	.624

The cost of supplies and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	9,415	$3,163.77	$0.336
Second	6,558	2,173.47	.331
Third	6,024	3,356.49	.557
Fourth	5,745	1,466.10	.255
Fifth	5,043	2,391.48	.475
Sixth	4,166	2,295.21	.551
Seventh	3,224	1,549.66	.480
Eighth	2,904	1,643.33	.565
Total	43,079	18,039.61	.419

The cost of books, supplies, and miscellaneous items was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	9,415	$5,196.10	$0.551
Second	6,558	4,738.92	.722
Third	6,024	6,386.53	1.060
Fourth	5,745	6,019.45	1.047
Fifth	5,043	7,971.77	1.582
Sixth	4,166	5,254.69	1.261
Seventh	3,224	4,876.39	1.512
Eighth	2,904	4,514.42	1.554
Total	43,079	44,958.27	1.043

Cost of all free text-books and supplies, including miscellaneous expenses, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.			
1892	8,005	$5,748.33	$0.718
1893	8,076	2,163.90	.268
1894	8,446	3,175.17	.375
1895	8,148	3,464.01	.425
1896	8,472	4,254.93	.502
1897	8,475	3,889.95	.459
1898	8,949	5,573.50	.623
1899	8,849	4,261.17	.481
1900	8,849	5,124.37	.578
1901	9,036	3,745.94	.414
1902	9,415	5,196.10	.551
SECOND GRADE.			
1892	5,814	3,385.01	.582
1893	5,904	1,883.16	.318
1894	6,014	2,738.26	.455
1895	5,921	3,060.98	.517
1896	6,099	4,740.98	.779
1897	6,196	5,333.27	.859
1898	6,472	6,392.34	.987
1899	6,310	4,596.57	.728
1900	6,067	5,293.27	.872
1901	6,336	4,328.63	.683
1902	6,558	4,738.92	.722
THIRD GRADE.			
1892	5,390	6,480.37	1.202
1893	5,223	2,555.83	.489
1894	5,153	2,651.40	.514
1895	5,608	5,903.89	1.053
1896	5,687	3,857.10	.678
1897	5,808	3,737.62	.643
1898	5,761	4,602.52	.798
1899	6,053	4,937.73	.815
1900	6,130	6,521.82	1.063
1901	5,906	6,089.11	1.031
1902	6,024	6,386.53	1.060
FOURTH GRADE.			
1892	4,877	9,165.19	1.879
1893	5,011	2,549.24	.508
1894	4,776	2,460.98	.515
1895	4,725	3,179.00	.673
1896	5,055	3,619.89	.716
1897	5,150	6,840.81	1.328
1898	5,426	5,485.45	1.010
1899	5,375	5,536.40	1.030
1900	5,510	5,001.91	.907
FOURTH GRADE—continued.			
1901	5,819	$8,285.41	$1.423
1902	5,745	6,019.45	1.047
FIFTH GRADE.			
1893	4,357	9,835.50	2.257
1894	4,602	3,037.87	.660
1895	4,538	3,966.63	.874
1896	4,404	3,008.22	.681
1897	4,656	5,165.65	1.109
1898	4,743	4,117.65	.868
1899	4,809	5,696.24	1.184
1900	4,881	7,285.50	1.492
1901	4,903	6,276.53	1.280
1902	5,043	7,971.77	1.582
SIXTH GRADE.			
1893	3,548	15,407.45	4.342
1894	3,598	2,922.79	.815
1895	3,945	2,806.37	.711
1896	3,900	7,804.70	2.001
1897	3,767	4,775.78	1.267
1898	4,021	7,223.02	1.796
1899	3,991	6,923.13	1.734
1900	4,028	5,619.93	1.395
1901	4,095	6,510.73	1.589
1902	4,166	5,254.69	1.261
SEVENTH GRADE.			
1894	2,986	15,738.94	5.271
1895	3,145	3,735.79	1.208
1896	3,199	4,342.00	1.357
1897	3,179	4,263.37	1.341
1898	3,163	3,927.03	1.241
1899	3,272	5,111.45	1.562
1900	3,322	4,173.68	1.255
1901	3,291	5,082.39	1.544
1902	3,224	4,876.39	1.512
EIGHTH GRADE.			
1894	2,570	14,594.87	5.678
1895	2,685	3,497.87	1.274
1896	2,658	3,229.53	1.211
1897	2,731	3,858.04	1.412
1898	2,892	2,675.06	.925
1899	2,747	3,210.32	1.168
1900	2,863	3,479.52	1.218
1901	2,888	4,660.31	1.613
1902	2,904	4,514.42	1.554

Cost of free text-books, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.			
1892	8,005	$3,954.95	$0.494
1893	8,076	134.84	.017
1894	8,446	501.36	.059
1895	8,148	744.94	.091
1896	8,472	985.45	.116
1897	8,475	768.39	.091
1898	8,949	1,797.21	.201
1899	8,849	.....	.....
1900	8,849	366.17	.041
1901	9,036	1,640.34	.181
1902	9,415	2,032.33	.215
SECOND GRADE.			
1892	5,814	1,793.70	.308
1893	5,904	48.65	.008
1894	6,014	498.28	.082
1895	5,921	1,221.36	.206
1896	6,099	1,287.34	.211
1897	6,196	1,736.20	.280
1898	6,472	2,518.52	.389
1899	6,310	612.50	.097
1900	6,067	1,657.48	.273
1901	6,336	2,638.47	.416
1902	6,558	2,565.45	.391
THIRD GRADE.			
1892	5,390	4,209.92	.781
1893	5,223	207.24	.040
1894	5,153	507.56	.098
1895	5,608	3,767.94	.672
1896	5,687	1,421.96	.250
1897	5,808	1,097.78	.189
1898	5,761	1,608.65	.279
1899	6,053	1,727.46	.285
1900	6,130	2,245.35	.366
1901	5,906	2,616.99	.443
1902	6,024	3,030.04	.503
FOURTH GRADE.			
1892	4,877	7,670.16	1.573
1893	5,011	249.87	.049
1894	4,776	489.27	.102
1895	4,725	1,301.34	.275
1896	5,055	1,673.12	.330
1897	5,150	3,738.42	.726
1898	5,426	2,802.37	.516
1899	5,375	2,685.84	.500
1900	5,510	2,850.00	.517
FOURTH GRADE—continued.			
1901	5,819	$7,009.18	$1.204
1902	5,745	4,553.35	.792
FIFTH GRADE.			
1893	4,657	6,684.67	1.533
1894	4,602	346.50	.075
1895	4,538	2,255.35	.497
1896	4,404	909.88	.207
1897	4,656	2,992.28	.643
1898	4,743	1,925.77	.406
1899	4,809	2,767.70	.575
1900	4,881	4,727.75	.968
1901	4,903	4,565.64	.931
1902	5,043	5,580.29	1.107
SIXTH GRADE.			
1893	3,548	12,796.60	3.606
1894	3,598	768.74	.216
1895	3,945	1,334.56	.338
1896	3,900	5,961.83	1.528
1897	3,767	2,891.50	.767
1898	4,021	5,303.16	1.327
1899	3,991	4,471.57	1.120
1900	4,028	3,509.00	.871
1901	4,095	4,902.26	1.197
1902	4,166	2,959.38	.710
SEVENTH GRADE.			
1894	2,986	14,108.90	4.725
1895	3,145	2,300.78	.744
1896	3,199	3,145.02	.983
1897	3,179	2,656.13	.835
1898	3,163	2,223.31	.703
1899	3,272	3,160.31	.966
1900	3,322	2,403.11	.723
1901	3,291	3,914.36	1.189
1902	3,224	3,326.73	1.032
EIGHTH GRADE.			
1894	2,570	13,143.70	5.114
1895	2,685	1,663.81	.608
1896	2,658	2,094.15	.787
1897	2,731	2,588.38	.948
1898	2,892	1,093.26	.378
1899	2,747	1,584.53	.576
1900	2,863	1,959.47	.688
1901	2,888	3,636.12	1.259
1902	2,904	2,871.09	.989

Cost of free supplies and of miscellaneous expenses, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.			
1892	8,005	$1,793.00	$0.224
1893	8,076	2,029.06	.251
1894	8,446	2,674.81	.316
1895	8,148	2,719.07	.334
1896	8,472	3,269.48	.386
1897	8,475	3,121.56	.368
1898	8,949	3,776.29	.422
1899	8,849	4,261.17	.481
1900	8,849	4,758.20	.537
1901	9,036	2,105.60	.233
1902	9,415	3,163.77	.336
SECOND GRADE.			
1892	5,814	1,591.31	.274
1893	5,904	1,834.51	.310
1894	6,014	2,239.98	.372
SECOND GRADE—continued.			
1895	5,921	$1,839.62	$0.311
1896	6,099	3,453.64	.564
1897	6,196	3,597.07	.580
1898	6,472	3,873.82	.598
1899	6,310	3,984.07	.631
1900	6,067	3,635.79	.599
1901	6,336	1,690.16	.267
1902	6,558	2,173.47	.331
THIRD GRADE.			
1892	5,390	2,270.45	.421
1893	5,223	2,348.59	.449
1894	5,153	2,143.84	.416
1895	5,608	2,135,95	.381
1896	5,687	2,435.14	.428
1897	5,808	2,639.84	.454

Cost of free supplies and of miscellaneous expenses, by grades, for each year—Cont'd.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
THIRD GRADE—continued.			
1898	5,761	$2,993.87	$0.519
1899	6,053	3,210.27	.530
1900	6,130	4,276.47	.697
1901	5,906	3,473.12	.588
1902	6,024	3,356.49	.557
FOURTH GRADE.			
1892	4,877	1,495.03	.306
1893	5,011	2,299.37	.459
1894	4,776	1,971.71	.413
1895	4,725	1,877.66	.398
1896	5,055	1,946.77	.385
1897	5,150	3,102.39	.602
1898	5,426	2,683.08	.494
1899	5,375	2,850.76	.530
1900	5,500	2,151.91	.390
1901	5,819	1,275.23	.219
1902	5,745	1,466.10	.255
FIFTH GRADE.			
1893	4,657	3,150.83	.724
1894	4,602	2,691.37	.585
1895	4,538	1,711.28	.377
1896	4,404	2,098.34	.476
1897	4,656	2,172.37	.466
1898	4,743	2,191.88	.462
1899	4,809	2,928.54	.609
1900	4,881	2,557.75	.524
1901	4,903	1,710.89	.349
1902	5,043	2,391.48	.475
SIXTH GRADE.			
1893	3,548	$2,610.85	$0.726
1894	3,598	2,154.05	.599
1895	3,945	1,471.81	.373
1896	3,900	1,842.87	.472
1897	3,767	1,884.28	.500
1898	4,021	1,887.44	.469
1899	3,991	2,451.56	.614
1900	4,028	2,110.93	.524
1901	4,095	1,608.47	.392
1902	4,166	2,295.31	.551
SEVENTH GRADE.			
1894	2,986	1,630.04	.546
1895	3,145	1,435.01	.464
1896	3,199	1,196.98	.374
1897	3,179	1,607.24	.505
1898	3,163	1,703.72	.538
1899	3,272	1,951.14	.596
1900	3,322	1,770.57	.532
1901	3,291	1,168.03	.355
1902	3,224	1,549.66	.480
EIGHTH GRADE.			
1894	2,570	1,451.17	.564
1895	2,685	1,834.04	.670
1896	2,658	1,135.38	.427
1897	2,731	1,269.66	.465
1898	2,892	1,581.80	.547
1899	2,747	1,625.79	.592
1900	2,863	1,520.05	.530
1901	2,888	1,024.19	.354
1902	2,904	1,643.33	.565

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880	15,027	.....	6,573	.....	21,600	.....
1881	15,494	3.10	6,567	a0.09	22,061	2.13
1882	16,063	3.60	6,763	2.98	22,826	3.46
1883	16,524	2.80	7,070	4.53	23,594	3.36
1884	16,642	.71	7,225	2.19	23,867	1.11
1885	17,468	4.90	7,689	6.42	25,157	5.40
1886	18,720	7.10	8,191	6.52	26,911	6.97
1887	19,285	3.00	8,448	3.13	27,733	3.05
1888	19,762	2.40	8,791	4.06	28,553	2.95
1889	20,477	3.60	9,088	3.37	29,565	3.54
1890	21,077	2.90	9,289	2.21	30,366	2.70
1891	21,599	2.60	9,702	4.25	31,301	3.07
1892	22,264	3.00	9,942	2.47	32,206	2.89
1893	22,395	.59	10,097	1.56	32,492	.89
1894	23,483	4.85	10,141	.43	33,624	3.48
1895	23,798	1.32	10,046	a.94	33,844	.65
1896	24,347	2.26	10,296	2.48	34,643	2.36
1897	25,261	3.75	10,420	1.20	35,681	2.99
1898	26,243	3.88	10,578	1.51	36,821	3.19
1899	26,742	1.90	10,171	a3.84	36,913	.25
1900	27,637	3.34	10,474	2.97	38,111	3.24
1901	28,741	3.99	10,660	1.77	39,401	3.38
1902	29,648	3.15	11,010	3.29	40,658	3.19

a Decrease.

TABLE VI.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.*

School year ending June 30—	Average enrollment.						Teachers.	
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Total.			
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.	Whole number employed.	Increase.
1880	15,027	.....	6,573	.....	21,600	.....	434	.....
1881	15,494	3.10	6,567	a 0.09	22,061	2.13	461	27
1882	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884	16,542	.71	7,225	2.19	23,867	1.11	525	20
1885	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893	22,395	.59	10,097	1.56	32,492	.89	895	50
1894	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895	23,798	1.32	10,046	a .94	33,844	.65	991	49
1896	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40
1897	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898	26,243	3.88	10,578	1.51	36,821	3.19	1,107	36
1899	26,742	1.90	10,171	a 3.84	36,913	.25	b 1,159	52
1900	27,637	3.34	10,474	2.97	38,111	3.24	b 1,226	67
1901	28,741	3.99	10,660	1.77	39,401	3.38	b 1,283	57
1902	29,648	3.15	11,010	3.29	40,658	3.19	b 1,323	40

a Decrease.

b Includes kindergarten teachers.

TABLE VII.—*Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.*

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880	21,600	.....	434	.....	$16.95	$366,199.51	.....
1881	22,061	2.13	461	27	17.28	381,314.19	4.12
1882	22,826	3.46	485	24	17.44	398,254.54	4.44
1883	23,594	3.36	505	20	17.78	419,594.60	5.35
1884	23,867	1.11	525	20	18.22	435,032.79	3.67
1885	25,157	5.40	555	30	18.66	469,550.51	7.93
1886	26,911	6.97	595	40	17.76	477,993.67	1.79
1887	27,733	3.05	620	25	19.11	509,194.01	6.52
1888	28,553	2.95	654	34	19.11	545,717.71	7.17
1889	29,565	3.54	693	39	20.11	594,774.73	8.98
1890	30,366	2.70	745	52	21.58	655,310.08	10.17
1891	31,301	3.07	795	50	21.44	671,124.08	2.41
1892	32,206	2.89	845	50	22.49	724,521.93	7.95
1893	32,492	.89	895	50	23.93	776,616.53	7.19
1894	33,624	3.48	942	47	24.56	825,992.84	6.36
1895	33,844	.65	991	49	24.78	838,757.60	1.54
1896	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897	35,681	2.99	1,071	40	26.03	913,595.79	3.56
1898	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899	36,913	.25	a 1,159	52	27.13	988,415.26	2.98
1900	38,111	3.24	a 1,226	67	27.87	1,062,174.74	7.46
1901	39,401	3.38	a 1,283	57	27.70	1,091,527.38	5.75
1902	40,658	3.19	a 1,323	40	29.68	1,206,742.17	10.55

a Includes kindergarten teachers.

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First eight divisions.		Ninth, tenth, and eleventh divisions.		Total.						
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.	Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
1880	18,378	.....	8,061	.....	26,439	.....	434	....	$13.85	$366,199.51	.....
1881	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12
1882	19,031	a.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35
1884	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67
1885	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93
1886	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	1.79
1887	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	6.52
1888	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17
1891	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894	28,445	3.68	12,253	a.78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18
1897	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56
1898	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05
1899	32,766	3.28	12,794	a1.39	45,560	1.92	b1,159	52	21.98	988,415.26	2.98
1900	33,771	3.06	12,749	a.35	46,519	2.10	b1,226	67	22.83	1,062,174.74	7.46
1901	34,399	1.85	13,032	2.22	47,431	1.96	b1,283	57	23.01	1,091,527.38	5.75
1902	35,079	2.26	13,353	2.46	48,432	2.11	b1,323	40	24.70	1,206,742.17	10.55

a Decrease. b Includes kindergarten teachers.

TABLE IX.—*Amount expended for rent and sites and buildings each year from the year 1880 to 1902, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880	$28,908.35	$74,998.24	1892	$9,602.00	$220,344.47
1881	26,506.11	103,416.91	1893	8,951.25	42,270.36
1882	26,472.57	253,609.73	1894	9,825.50	66,939.60
1883	14,805.33	103,141.47	1895	9,648.00	66,408.91
1884	8,742.50	103,563.94	1896	14,736.50	185,601.12
1885	7,060.00	118,400.00	1897	14,188.00	182,514.26
1886	6,919.66	61,130.04	1898	14,934.00	139,669.00
1887	7,354.00	73,085.34	1899	13,420.00	72,127.86
1888	10,215.44	239,150.77	1900	13,968.00	71,807.43
1889	14,832.00	332,312.44	1901	15,092.31	295,308.09
1890	10,000.00	240,467.39	1902	15,641.73	398,000.00
1891	9,892.00	229,078.00			

SCHOOL ACCOMMODATIONS.

During the year three new 8-room buildings (the William B. Webb, the Josiah Dent, and the Sayles J. Bowen), and two 4-room buildings (the Takoma and the Benjamin G. Orr) for white children and two 8-room buildings (the Elijah P. Lovejoy and the James G. Birney) for colored children were completed and occupied, thus adding a maximum seating capacity of 1,801.

There are in course of erection, to be occupied in September, 1902, one 12-room building (the Matthew G. Emery), one 8-room building (the Thomas P. Morgan), and two 4-room buildings (the Kenilworth

and the Petworth) for white children, and two 8-room buildings (the John M. Langston and the William Syphax) for colored children, which, when completed, will furnish seats for 1,979 additional pupils. To these should be added the McKinley Manual Training School and the Armstrong Manual Training School, both nearly finished, the former with class-room accommodations for 250 and shop room for 500, and the latter with class-room accommodations for 303 and room in the shops for 640. Congress has also authorized the construction of two additional 8-room buildings, one in the third division and one at Trinidad, in the sixth division, and 4-room additions to the Brookland and the Cranch schools, for white pupils; two 8-room buildings, the Henry P. Montgomery in the ninth division and the Abby S. Simmons in the tenth division, and a 4-room building at Reno, for colored pupils. These buildings will be occupied in September, 1903. The completion of all the buildings named will furnish seats for 6,445 pupils, and will practically eliminate the half-day school above the second grade and materially reduce the number of such schools below that grade.

The estimated enrollment of the two normal training schools indicates that neither of them will be adequate to accommodate all the pupils who desire to avail themselves of their courses, so that the necessity for immediate provision for the extension of both buildings at an early day is apparent.

The original plans of the McKinley School were made before the organization of the present Board of Education, and contemplated the erection of a main building at a cost of about $125,000 and an extension to cost about $100,000. The rise in the price of materials and the cost of labor has been so great that it is now estimated that the addition as laid down in the architect's plans can not be put up for less than $135,000. So unexpectedly large has been the growth of the school that the erection of this additional structure can not with safety be postponed.

The growth of the Armstrong Manual Training School has been even greater in proportion than that of the McKinley. The only available site for an addition to the present building is a lot adjoining it on the east, which is 57 by 115 feet, abutting on the south on a 30-foot alley. This was offered to the District for $3,933. The present building contains six classrooms, whereas the probable enrollment September, 1902, will require as many more. There are no suitable rooms for the work in domestic art, the dressmaking department now being obliged to occupy a portion of the room designated for wood-turning and carpentry, which in another year will have to be given up to the boys. There is no assembly hall. There is no room that can be used as an armory and drill hall for the cadets. There is not sufficient accommodation for the department of domestic science. There is a kitchen, but there should be, in addition, a room

which can be fitted up as a dining room, where the girls can be taught to set a table, to care for the table linen and tableware, and to perform the service of the dining room. A laundry should also be added to the equipment of this school. In view of the fact that it would probably be two years before a new building could be made ready for occupancy, it is not safe to longer postpone asking for it. The plans for the Armstrong School were made before the present Board of Education was organized, and at a time when no provision had been made for admitting girls, so that it has been possible to provide accommodations only in part for the girls' work. This largely explains the necessity for an additional building. The need of an addition to the Armstrong Manual Training School is quite as pressing as for that to the McKinley, though not for precisely the same reasons. In the case of the McKinley the plans for a complete building, which included the proposed extension, were originally drawn and the main building erected with a view to its completion in the near future. The extraordinary congestion in this school makes it imperative to speedily realize the designs of the architect. On the other hand, while the present enrollment of the Armstrong School is not so badly out of proportion to its seating capacity, it still remains true that the latter school has grown much more rapidly than the former. This, taken in connection with the statement already made as to the inadequacy of the shop capacity for the girls, makes it equally necessary to proceed without delay to acquire ground and build a structure that will provide what was lacking in the original plans.

It is gratifying to note that the plans of the eight-room buildings to be completed in 1903 are in entire accord with the wishes of the Board of Education, so far as they have been made known to the Commissioners, in regard to the size of schoolrooms, entrances, arrangement of light, ventilation, and heating, and though not extravagant in cost, will serve as excellent examples of modern schoolhouse construction, creditable alike to local architects, who have given them their admirable individuality, and to the office of the Engineer Commissioner, which has supplied the type plan and made it possible for the architect to realize his conception without subordinating to too great a degree the practical to the artistic.

NORMAL SCHOOL.

Although the Washington Normal School has been in existence for twenty-eight years and has placed more than 1,000 teachers in our schools, it has never had a suitable home, and is to-day occupying temporary quarters in the Franklin School building, where its important work is done under great disadvantages. Last year an estimate was made looking to the reconstruction of the Henry School for the purposes of the normal school. The Henry School was selected

for this purpose as it is a center of school population, where the necessary materials can be found for maintaining a dozen or more practice schools, which are essential to the proper training of the pupil teachers. It was thought wise in making the estimates for the next fiscal year to omit the proposition for the reconstruction of the Henry School, and to defer the recommendation for an appropriation for normal-school purposes until the two great projects which now engage the attention of the Commissioners and of Congress are well out of the way, namely, the completion of the new Business High School and the extension of the two manual training schools. I incline to the opinion that, after full provision has been made for the new Business High School, Congress should be asked to purchase a large site on which to erect the future home for the normal school. The reconstruction of an old grammar school building for the uses of the normal school was suggested solely because of the difficulty of placing a new building in a locality that would provide, as does the Henry, pupils enough for the practice schools; but, at best, such a made-over building would be unsatisfactory in many particulars, and would necessarily be inferior in its general adaptability to the needs of the school to modern structures elsewhere. A better policy would be to select an ample site in one of the growing sections of the city, where it would be a question of only a few years when an abundance of pupil material would be at hand or near enough to the new normal school to afford a solution of the practice-school problem. We should secure at an early day for this purpose a piece of ground fully as large as the site of the Western High School, even if the erection of the building had to be postponed for several years. Such a site should be large enough not only to accommodate a normal school building, including elementary practice schools, but should furnish ground for carrying on the work in school gardening, which has already become a part of the curriculum of this school and which is being developed under the personal care of the head of the Bureau of Plant Industry and with the approval of the Secretary of Agriculture. It is entirely feasible not only for our normal school students to be trained in the essentials of school and home gardening, but to supply from propagating plots of ground, prepared, planted, and cared for by pupils, much of the material needed for plant study in the graded schools, together with hundreds of cuttings and potted plants for schoolroom decoration. A site of the character desired need not be sought in the central portion of the city, where prices are so high as to prohibit the acquirement of a large tract, but could be located to advantage in one of our rapidly growing northern suburbs, where land is relatively cheap. A portion of such a site, if of the ample size indicated, might be held in reserve for the demand that is sure to come in a few years for another high school to to be located somewhere in that part of the city north of Florida avenue.

BUSINESS HIGH SCHOOL.

The board, in its estimates to the Commissioners, asked for $300,000 for a new Business High School. Congress has appropriated $75,000 for the purchase of a site and $2,500 for plans, with a provision that the building shall not cost more than $175,000. This amount should be used in erecting a building which will admit of future extension, as the school has had and will continue to have a rapid growth, and a building designed to provide for this growth should accommodate ultimately not less than 1,200 pupils. To do this at least forty class rooms will be required, with a spacious assembly hall, a gymnasium and an armory, in addition to teachers' rooms, cloak and toilet rooms on every floor, and rooms for the special uses of the departments of typewriting, bookkeeping, and industrial drawing. The congested conditions now prevailing in the two newly erected manual-training schools should give warning of the necessity of planning the new Business High School on a liberal scale.

It is inevitable that during the present period of expansion along the lines of manual and commercial training in schools everywhere the growth of the academic high schools should be for a time retarded, at least numerically. Many pupils who would otherwise enter the academic high schools are induced to seek admission to the special schools; some with a definite life purpose and others with a vague hope that the special school will fit them the sooner to earn a livelihood. There are, besides, others who but for the attractions of the special schools would not have gone further in their education than the grammar school. If, therefore, the manual-training schools and the Business High School are meeting a real want and fulfilling their supposed mission in the preparation of boys and girls for their life-work, we should take into account the probability that their enrollment in the immediate future will far exceed any reasonable estimates that can be made at this time.

In the erection of a high school I do not regard it as important that any part of the lot should be reserved as a playground, unless the site is of such proportions as to furnish a drill ground and athletic field. A bit of ground, such as might be necessary and useful in connection with a graded school, where young children can play without danger from passing vehicles, is of little use to a high school, where the pupils have but a single short recess and where the sports are of a kind to require the use of an athletic field of large dimensions.

SCHOOL ATHLETICS.

It is unfortunate that the three great schools which have come latest in the development of our school system—the two manual-training schools and the business high school, yet to be erected—will be practically without grounds. This, added to the fact that none of the

older high schools are provided with anything at all suitable for an athletic field, suggests the difficulties that are to confront our high-school boys unless measures are taken to meet this need. The wonder is that the boys have been able to maintain even passing interest in athletic sports when nearly all of their work has to be done on borrowed grounds. Given the best conditions and the strictest surveillance, and there is still an element of exposure to demoralization in the competitions of the field to boys of the high-school age. But when all such contests are removed from the home schools and in a large measure from the restraints of the teachers' influence and transferred to professional fields, abuses are bound to occur for which the high-school authorities can not in justice be held accountable. I take the ground that the athletic sports of the high schools should be kept upon the high plane of manliness, fair play, and clean sport upon which, after years of earnest effort, the competitions of our cadet companies have been placed. I quote from a report of the director of manual training, whose opinion on this subject is shared by the director of high schools:

It is hardly necessary to-day to make an argument in behalf of school athletics. Gradually they have been brought up to a plane where it must be admitted they are a desirable feature of school life, like the cadet organization. Unless they are kept there by authoritative control, many abuses can and will creep in. The more that is done by the school government to foster athletics the larger will be the number participating and the more benefit individually will be secured. School sports are like every other feature of school life, they must be surrounded by proper influences and managed by expert hands, if, physically and morally, they are to result in the maximum of good. We do not leave anything to chance or to the will of immature minds in other departments, so here, in one having so great a hold upon the pupils and of a nature easily to result harmfully, there should certainly be wise guidance.

Such control of environment and of individuals can not be had under existing conditions. The tendency is against the increase of athletic interest among those not now active participants. To purchase ground adjacent to these large schools is out of the question on account of the expense; neither would this solve the problem. What is needed is a large athletic field with the auxiliaries, such as a field make possible—running tracks, fields for baseball or football, grandstands, baths, swimming pools, and dressing rooms. Gymnasiums and drill halls should be included for boys and for girls. Opportunity for outdoor sports for girls could be provided by setting aside certain days or parts of the field for them.

All this "plant" should be in charge of a competent care taker, under a general director of athletics, who should be a gentleman of the best obtainable training, general and special, of the highest moral tone as a man, and clothed with disciplinary power over students. If privileged to advise with the directors of physical culture and of athletics in each school, there could be developed a system in which the best results could be expected.

It appears that this scheme is possible of realization. Immediately adjacent to the group of great schools named is a tract of land comprising two city squares, practically without improvements, in a neighborhood where values are low. Its topography is such that the cost of grading would be small. There are two car lines within one square each way, so that the pupils from all over the District could readily reach it.

The land in question has been passed by in the process of building up this part of the city. In a little while the present favorable opportunity may, probably will, have passed. It seems wise, therefore, to expedite the consideration, at least, of this project as much as possible. I believe if thoughtfully considered it will be approved. It is looking to the future, but, as in the case of public parks, that is necessary.

We should spend money to insure manly sport, if there is to be any, for our students to make it one of the most highly creditable features, if it is to be a feature at all, of the school system.

As a summer playground such a field would be of great value. By a proper arrangement children of all ages as well as adults could be accommodated.

The value of recreation grounds centrally located and readily accessible is easily seen by cities where the cost of land well-nigh or quite prohibits serious thought of providing them. It is not too late in Washington.

There is no longer intelligent opposition anywhere to the purchase of land for adequate parks, large or small. Why can not there be a definite beginning made in furtherance of a plan under which it will not be necessary to spend additional money to provide "Keep off the grass" signs?

It will be seen that the question of securing a tract of land of large dimensions for the purpose described is in an important sense a moral one. I commend it to the serious consideration of the Board of Education.

SCHOOL GARDENING.

Lectures and demonstrations were given in the spring to the pupils of the normal school by Prof. E. C. Corbett, of the Department of Agriculture, through the courtesy of Dr. B. T. Galloway, the Chief of the Bureau of Plant Industry, on the composition and preparation of soils, the planting of seeds, the care of growing plants, and the making of cuttings of ornamental plants for home and schoolroom decoration, etc.

Each pupil of the first-year class prepared the soil, planted seed, and cultivated a small plot of ground at home, thus practically applying the instructions received at the hands of Professor Corbett. It is the intention of the normal school authorities to give an exhibition of the results obtained in these home experiments at the opening of the school in September. The work thus well begun under the scientific experts of the Department of Agriculture will be further developed next year. It is expected that a small plot will be set apart for the experimental uses of the normal school students in the grounds of the Department of Agriculture, and that greenhouse space will be provided there also for them for propagating purposes. It is confidently expected that the results to be obtained from this entirely practical sort of nature study will commend themselves to many who have not looked with favor upon what has been termed nature study of the more analytical and technical kind. Henceforth the graduate of our normal school will have within herself the resources for producing and enabling her pupils to produce much of the plant and flower material needed for

purposes of study, illustration, and decoration in her schoolroom. She will be able to inspire in each of her pupils the desire to plant and care for his own tiny garden plot at home, to eagerly observe and report upon the daily changes in the growing plant, and to bring to school the flowers or vegetables which are the fruits of his own toil. If no results were discernible other than the quick awakening of the child's self-activities and the keen interest which he is bound to feel in any productive labor of his own, the experiment would more than repay the trifling expenditure of time and oversight demanded from teachers and parents.

But apart from the value of the home garden and the school garden as aids to teaching, and more far-reaching in its practical results, is that broad purpose of the Government, through its Department of Agriculture, to see to it that our entire citizenship shall be instructed in the marvelous possibilities of the soil and the vast importance of this knowledge to the future greatness of our country in the productive industries. Our pupils here in the capital city are fortunate in being the favored beneficiaries of this benign policy of the Government and in being able to secure as instructors, without cost, specialists of national reputation.

PROMOTIONS OF TEACHERS.

The rule adopted by the Board of Education which abolished the yearly election of teachers, thus securing to them permanency of tenure during good behavior and efficiency, made it necessary that definite standards of efficiency should be determined, and that the responsibility for ranking teachers by these standards should be located. The board accordingly, in the fall of 1901, amended rule 21 so as to provide for an annual rating in June of all teachers in the employ of the board in the grades, high, and normal schools, and special departments by their respective supervisors, principals, or directors. It was further provided that these ratings, when approved by all intermediate supervisory officers and by the superintendent, should constitute the basis on which promotions of teachers should be made, length of service to be considered only where candidates for advancement were of equal efficiency. After the 1st of July, 1902, all promotions of teachers will be determined in accordance with the provisions of this rule. Of course much has yet to be done toward establishing a common standard of efficiency, and securing, as far as possible, comparative uniformity in the application of such a standard to different bodies of teachers by officers with necessarily differing points of view. I had many conferences with the supervisors and directors before the close of the school year, with a view of reaching a common agreement as to the elements which combine to make up the sum total of a teacher's professional success, and especially as to the due proportion of weight

which should be given to each of these elements. So many things have to be taken into account in marking a teacher's work that the conscientious supervisor always submits the results of such marking with a degree of reluctance. No one knows quite so well as he the difficulty of appraising the real worth of the living teacher in percentages. When all allowances have been made for errors of judgment, want of candor, or lack of sufficient acquaintance with the teacher's class work, it still remains true that there are fewer chances of favoritism or injustice in a system which advances teachers on ratings made by their immediate supervisors, and duly approved, than in a system which relinquishes the promotion of teachers to the caprice of the appointing power.

PUBLIC LIBRARY.

The completion of the Public Library will largely increase the opportunities both of teacher and pupils for self-improvement. I am informed by Librarian Flint that the plans of the trustees of the Public Library looking to the practical correlation of the public school and the public library are on the eve of being realized in the establishment of a room for children which is supplied with an abundance of the best juvenile books, together with such reference books as will be useful to students in the preparation of their daily work at school. The library authorities are most zealous in their purpose to make this library a real adjunct to the public school system in every possible way, and hope at no distant day to inaugurate the experiment of the periodical distribution of books to the various public schools, which has been tried successfully elsewhere.

COMPULSORY EDUCATION.

The Board of Education has felt the need for some time of a new compulsory education law for the District, as the old law is not operative, and it is their purpose to prepare such a law to be submitted to Congress through the Commissioners during the coming session. This law will include also such provisions as may be necessary to restrict child labor in the District of Columbia.

NIGHT SCHOOLS.

Night schools are primarily designed to assist those who have been deprived of school privileges, in whole or in part, and are willing to attend school after their day's work is done, in the hope of self-improvement. Such persons are necessarily of maturer age than those enrolled in the day schools, and therefore the limitations of the legal school age can not be applied to them without depriving many of the advantages of the night schools who have a valid claim to their benefits.

For this reason the clause in the District of Columbia appropriation bill for the next school year, which forbids the enrollment of pupils over 21 years of age, will deprive these schools of that class of pupils whose zealous, almost pathetic, search for knowledge appeals most strongly to the teacher and secures her personal interest and most disinterested service This is especially the case in the colored schools, where last year nearly 60 per cent of all the pupils enrolled in the night schools were over 21 years of age. In view of these conditions, I deem it important that the age limit should be removed so far as it applies to the night schools.

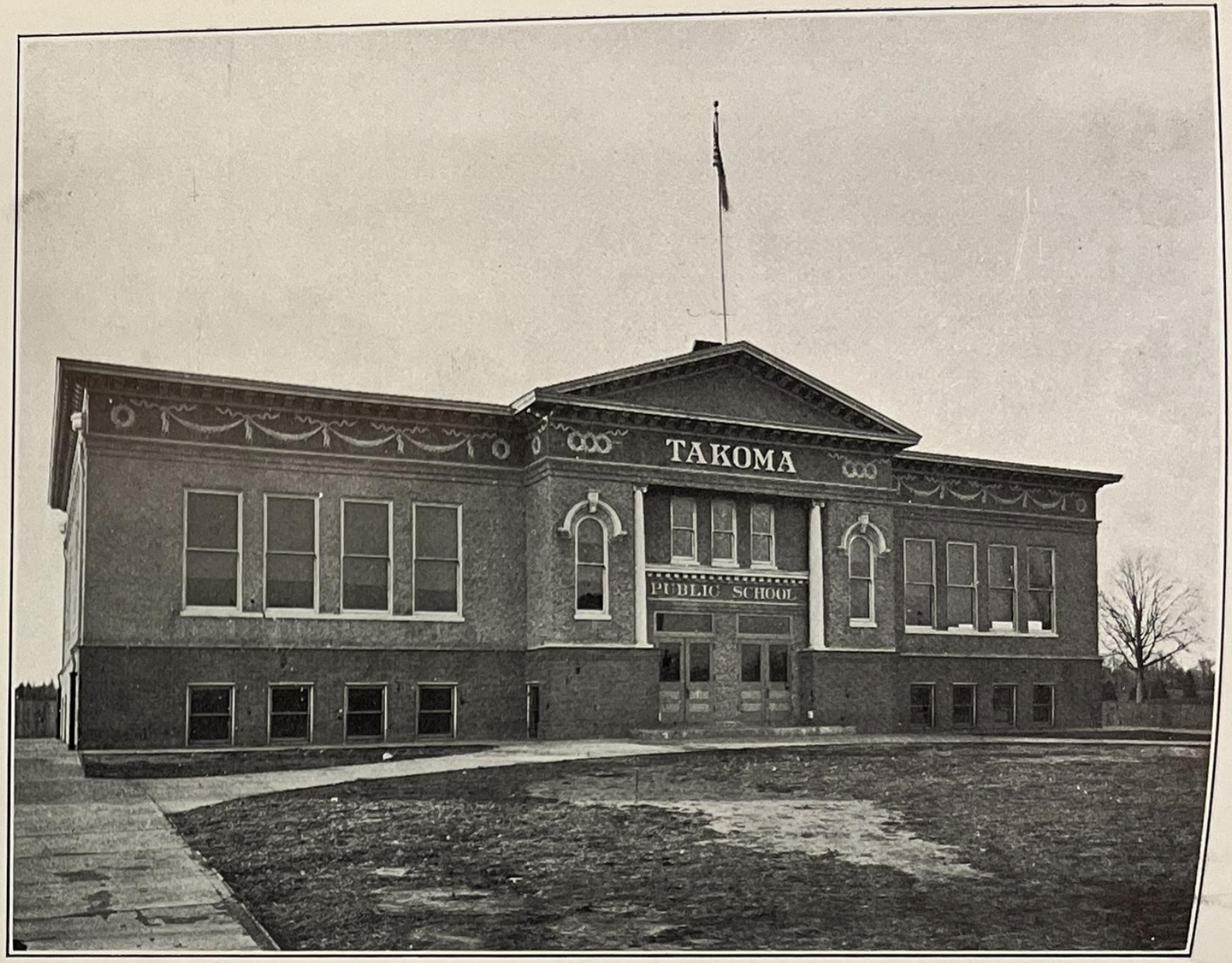
For detailed information in reference to the work of the teaching force I refer you to the comprehensive reports herewith appended of the supervising principals and the directors of special work and of the high schools and manual training schools.

I wish to express my gratitude to the Board of Education for the encouragement which they have constantly given me in the performance of my official duties.

Very respectfully,

A. T. STUART,
Superintendent of Schools.

JUNE 30, 1902.



TAKOMA SCHOOL.

REPORT OF THE SUPERVISING PRINCIPALS.

WASHINGTON, D. C., *June 30, 1902.*

SIR: On behalf of the supervising principals I have the honor to submit herewith a report of the graded schools of the District of Columbia for the school year 1901–2, including a number of tabular statements showing conditions in the several school divisions.

It is customary for the supervisors, upon receipt of notice from you that a report is due, to select one of their number to prepare the same. At a subsequent meeting he reads the first draft of his report to them, adopting such suggestions and making such alterations as a majority may desire. Thus the report you receive is an expression not of the writer alone, but of the supervising corps. In this instance the usual custom has been followed. This report was prepared by me at the request of my associates. It has been read to them and has received their approval.

The second school year under the management of the present Board of Education began, as far as the pupils were concerned, on September 23, 1901, when the schools were opened with an increased attendance. In several instances the opening week was marked by an unusual feature, interesting dedicatory exercises of newly completed buildings under the auspices of the Board of Education. These exercises were not only entertaining in themselves, but beneficial in securing a better understanding on the part of many parents of the aims, achievements, and needs of the schools.

It is a source of gratification to the entire supervisory force that the provisional course of study introduced during the preceding year proved so effective in accomplishing its several purposes that you continued its use the second year with so few modifications. This meant much. It showed that in your judgment the defects for which the schools had been criticized under the previous course had been in a large measure eliminated, and that the tentative course over which the members of this corps had deliberated many hours had in the main stood the severest test of schoolroom experience—an impartial trial by a body of trained teachers.

Whatever conclusion may be reached in the future respecting the permanent adoption of our present course of study, the acknowledgment seems to be general that it has been an important factor in uniting oral instruction and book study; that its tendency has been

in the direction of marshaling essentials and of producing increased power on the part of the pupil to master the printed page. Much of the credit for this is due to the excellence of our teaching force. Without teachers possessing native skill and breadth of scholarship the best planned course of study and the wisest supervision would result in failure. Too much praise can not be given to the teachers for the willingness and zeal they have manifested.

Marked progress was made in the year past. Plans of work laid down during the previous year were further developed. The paramount object was the reestablishment upon new lines of that condition of quiet, earnest, purposive work that always produces good results. Having become familiar with the new requirements, the teachers worked harmoniously together to make good schools better. Many indications encourage me to believe that the past year has been a successful one and that the schools are in a better condition to-day than they were a year ago. That public sentiment has supported our efforts toward improvement has been in itself a means of progress. While it is doubtless true that there are many obstacles in the way of ideal success here as elsewhere, the outlook is encouraging. It is quite evident that our schools are deservedly growing in popular favor and that they have the confidence of the community in a greater degree than formerly.

In the following pages I have attempted to give a detailed statement of the leading features of the second year's work under our modified course of instruction.

LANGUAGE TRAINING.

Language training was the central aim of all our schools. Pupils were encouraged to tell or to write what they knew in clear and accurate language. Persistent training in the use of language was necessary at all times. In all school exercises close attention was given to expression, in order that facility therein might be acquired. The work of the primary grade, with its observation talks, its development of material for reading lessons, and its reproduction of stories, led at first to an improvement in oral expression only, but step by step, as the child advanced, increasing skill in writing easy sentences and simple paragraphs was noticed.

In the intermediate grades incidental work in connection with number, reading, and other subjects was not alone sufficient, but attention was centered upon expression training itself by means of daily progressive lessons in the art, while in the higher grades grammatical accuracy in speech and writing, together with considerable skill in using written forms, was constantly demanded. What measure of success our schools attained during the past year in this direction is shown under separate headings of reading, grammar, composition, and spelling.

Reading.—The teaching of reading is a complex art, each component art having a different end. This fact alone should keep us from slavishly adhering to a single method or device. It should lead us to employ such a union of methods or parts of methods as will produce the best general results rather than marked excellence along some one special line. With this purpose in view our primary grades have used in the past year in their training a happy combination of the best features of the sentence, the word, and the phonic methods. By means of material obtained or prepared by the teacher—such as games, fruits, flowers, birds, toys, etc.—the young pupil was first trained in exact seeing and then encouraged to talk about the things he had seen. Short sentences used by him were written upon the board, that he might recognize his own thoughts. The words in these sentences were rearranged to form new sentences wherever possible. A few weeks of this work made him familiar with the written forms of many words which he could pronounce readily as wholes. Later he combined these known words into easy sentences, writing them upon his paper. Each day some new word suggested itself, upon which his attention was focused with a view to its use in oral and written expression. When several hundred words had been added to his vocabulary, some rational phonic work was introduced for the purpose of leading him to make out new words for himself. Emphasis was placed upon the use of type combinations of letters as an aid in pronunciation. Gradually he learned to separate words into their elementary sounds and to name the characters representing these sounds. Sentence reading was the underlying motive of all this training, word mastery being simply a means to this end. Books were not opened during the early months of this blackboard drill, but by the end of the year the children had read the two First Readers and much other matter made and written by themselves. Further training in the recognition of the forms of speech—the mechanics of the art—was given in the next two grades. Teachers aimed to so fill the pupils with the sentiment of the stories that even in those that appeal to the imagination the meaning was readily grasped and the expression became spontaneous. Two readers, Æsop's Fables, and many supplementary selections were completed in the second grade. In the third grade, in addition to the routine work, effort was made to awaken the child's desire to read for himself and to furnish him with the means of gratifying that desire. Not only the regular readers of the grade were used, but many selections were also taken from such books as Hans Andersen and the Story Hour. Two readers, Old Greek Stories, a pamphlet in history, and two elementary text-books in geography and hygiene were used in the fourth grade. The object before the reader was not merely to understand the language, but to use the books as a source of information and pleasure. From this time on through the remaining grades

the reading was more and more for the purpose of gaining information, of getting thought from the printed pages of history and literature.

In the Fifth Reader the pupils came under the influence of good literature and were necessarily led toward an appreciation of its thought and feeling. They were expected to dwell upon the thought until its force and beauty were understood and felt. They were trained to express the views of the author in language entirely their own, making short outlines of selected portions. In the higher grades no regular reading books were employed, but training in the power to master thought continued until the pupils could summarize a chapter in history or make a synopsis of some masterpiece in its entirety. The trend of the child toward good literature was encouraged by reading and studying Longfellow's Evangeline and The Courtship of Miles Standish in the sixth grade; Hawthorne's Snow Image, the Great Carbuncle, and the Great Stone Face in the seventh grade, together with the Christmas Carol of Dickens at its appropriate season; and in the eighth grade Whittier's Snow-Bound, Irving's Legend of Sleepy Hollow, and Warner's A-Hunting of the Deer.

The action of the Board of Education in increasing the number of library sets in circulation among the eighth grades made it possible for each school of this grade to have at all times one set of books on hand to be exchanged for another set at a month's expiration. Each eighth-grade pupil had in this way an opportunity to read during the year under the direction of his teacher several of the most noted books in the English language. In this connection let me express the hope that the influence of the public library as an aid in our school work will be greatly increased after the removal to its new and beautiful home in Mount Vernon square.

Grammar.—No attempt was made to force technique upon the children before it was needed. As a difficulty arose definite instruction was given that right habits might be started. Correct forms were impressed upon the pupils by their use. In the fourth and fifth grades a language book with progressive exercises was employed as an aid. Formal grammar limited to the simplest matter was introduced toward the end of the fifth year. In the sixth grade some definiteness was secured by means of an elementary text-book. More extended work was accomplished in the seventh grade, particularly in the treatment of the sentence and the recognition of words. During the next year consideration was given to complex-sentence structure and to the classification of all the parts of speech. Care was taken to connect this with study in word analysis. Constant effort was made to fix grammatical principles and to establish a standard whereby the pupil might correct errors in his own speech and in that of others.

Composition.—Material for composition was obtained for the most part from the other subjects in the course. The children were induced

to think and encouraged to express their thoughts naturally and simply. From the first to the eighth grade exercises were given daily in oral and written expression, increasing in complexity with the growing knowledge of the child. In the primary grades this work was connected with the development of thought in reading and kindred subjects, but in the higher grades it took a variety of forms, as letter-writing, reproductions, stories, articles on topics connected with history, descriptions of journeys, sketches of characters in books, and finally synopses and reviews of books read in connection with school work. Early in May specimens of the written work of each school were forwarded to your office. An examination of these disclosed a marked advance over the work of the previous year in independence of thought and freedom of expression, as well as in mechanical form.

Spelling.—In accordance with your direction, provision was made during the past year to continue the thorough drill in spelling and definition instituted a year ago. As a child's knowledge of a word includes (1) its sound to the ear, (2) its appearance to the eye, and (3) its correct use in a sentence, our training was along these several lines. In the oral exercises attention was given to distinctness of articulation and correctness of pronunciation, including in the primary grades some phonic drill in connection with the division of words into syllables. The written exercises were not confined to lists of words selected from the various books, but lists were made by the teacher of the common words in the child's vocabulary, most of which were related to his home life. Of greater value than this formal spelling, however, was the persistent effort to secure correct spelling in every school exercise. In one sense every lesson became a spelling lessson. This led the children to form the habit of looking carefully at new words, and thus fixing their form definitely in mind. Care was taken to avoid useless deadening drills upon words that were meaningless. Pupils were encouraged to use words in original sentences and in the higher grades to define them with discriminating exactness. Dictation exercises were employed on appropriate occasions to give an enlarged meaning to the words used. Pupils were taught how to use the dictionary and instructed never to use a word unless they were sure of both its meaning and its spelling. Word analysis of simple English derivatives began very early in our course. This class of work was continued by progressive steps through all the grades, reaching its highest point in the eighth grade in the study of Anglo-Saxon, Latin, and Greek root words. Merrill's Word and Sentence Book was used in grades 4 to 7, inclusive, and Swinton's Word Analysis in grade 8. Many teachers of the grade last mentioned have expressed a desire for a well-arranged speller in addition to the text-book in word analysis.

OTHER SUBJECTS.

Arithmetic.—Number training was not hastened in the primary grades. The exercises were simple and natural, emphasis being placed at first upon the objective ones. By easy stages the children were led from numbers represented by groups of objects in sight to numbers not applied to sensible objects. They became familiar with units of measure by their actual use in measuring. They separated an object into equal parts—as halves, fourths, thirds, sixths—and later a group of objects was divided into parts and the parts named. Number processes were introduced by means of oral instruction. The primary arithmetic reader was not used until the closing of the second year. In the third grade the children mastered all the fundamental processes with small numbers. Both oral and written exercises were employed, the former usually preparatory to the latter. Their exercises included a variety of simple problems, concrete and abstract, miscellaneous work with small denominate numbers, a not too formal use of fractions, and sums of money expressed by figures. The numbers used were seldom large, and there was less of logical terminology than formerly, as fewer attempts were made to write out the solution of problems in words. A much fuller development of the fundamental operations followed in the fourth year, including drill work, not only with integral numbers, but also with fractions in their elementary phases. This work was reviewed in the fifth year and systematic training in fraction processes emphasized. Although the pupils had from year to year become familiar to some extent with the common weights and measures, special treatment was given in the sixth grade to these subjects, in order that the best results might be attained. Advanced work in denominate numbers and problems involving both common and decimal fractions received attention at this point. The seventh grade mastered the fundamental processes of percentage and became familiar with its simpler applications. Simple interest, interest problems, and partial payments constituted the work of an entire term. In the eighth grade percentage was reviewed thoroughly and its fundamental processes classified. A comparison was made between simple and compound interest. It was deemed best this year to include also simple stock investments. One term in this grade was devoted to mensuration, powers, and roots. Algebra was completed through factoring, particular emphasis being put upon the use of the algebraic equation in solving problems. The efforts to advance attainments in arithmetic were not wholly satisfactory, though gains were made. To what this result is due it is difficult to determine definitely. In my judgment whatever results in numbers may be unsatisfactory in our schools are due to the lack of one or more of the following: Rapid mental drill with small numbers, daily practice in oral analysis of

problems, sufficient development with material drawn from environment before utilizing the problems of the text-book, and trying to cultivate a mathematical sense rather than seeking expertness in arithmetical processes. Perhaps, also, in a few instances the teacher is endeavoring to deal with facts partly outside of her own experience, and for that reason fails to awaken the interest or arouse the activity of her pupils. That our efforts during the past year produced some improvement should encourage us to further work along similar lines until a much more satisfactory condition prevails.

Geography.—Geography as such was not taught until the pupils were well along in their third year. Before this in the study of nature some subjects seemed to suggest a preparatory effort toward geographic study, but the real work began in that grade with home geography taken side by side with home history. No text-book was employed, but the schoolroom, the schoolyard, and the city with its surroundings furnished the material out of which first notions were formed. By a continuous process of upbuilding the children in the next grade were led to understand the simple facts about our own continent and what the world means. An elementary text-book was employed as an aid at this stage.

North America as a typical continent was emphasized in the fifth grade, together with a careful study of the United States by groups of States. In the spring term the other countries of North America and of South America were considered, though the work was necessarily somewhat fragmentary. In the sixth grade an elementary study of the principal continents was made and a closer study of our own country undertaken. In connection with history special effort was made to give each event its proper geographical setting. The work of the seventh grade was mainly review, culminating in a detailed study of the great powers and their dependencies. The review in this grade took the form of a comparative study of the different sections of the earth. In mathematical geography only a general idea as to the causes at work in producing phenomena was given without undertaking an explanation of the operation thereof.

No attempt was made in teaching to dwell upon physical features of a country in a scientific manner, but only to an extent sufficient to show the relation of physical facts to the development of mankind. It is expected that this change, together with the emphasis given to the geography of current events, will do much toward removing that singular vagueness respecting place geography complained of in his last report by the director of high schools. It is certain that the demands of the course of study respecting definite requirements in regard to the location of places and of physical features were fulfilled by the teacher.

The text-books used in geography in the several grades were in the

main satisfactory, though occasionally open to criticism respecting the arrangement of their topics and their maps. Supplementary geographical books were read by the children, who were aided, also, by pictures, globes, and maps. A full set of wall maps for each school building is greatly needed.

History.—In the primary grades, except the reading of myths and fables, the only efforts at history teaching were stories told by the teacher relating to the national holidays, but in the third year, in connection with the study of local geography, the children were led to talk about the buildings, monuments, parks, and other interesting things they had seen, soon discovering that the present development of life and civilization in the city is the result of growth and progress. As in the capital city there are many points of national interest it was not long before these talks took the form of anecdotes and stories relating to the prominent characters in the nation's history. Short sentences were also written on the most interesting subjects, usually while the pupils were most eager to write. In this way good results were obtained not only in the beginnings of history, but also in language training. In the first part of the fourth year this work was continued in the form of stories and short biographical sketches appealing to the child's love of action and adventure. No text-book was employed, though supplementary material was often brought in by the children and used judiciously for reading. Stories were told by the teacher and repeated by the child in its own language. New thoughts were then developed, the children writing what they had just learned in connected narration. Later in the year the first effort at book mastery began with the pamphlet known as the Story of Two Inaugurations. During the fifth year no attempt was made to teach the history of the nation, but a most excellent preparation for it was secured by employing what is known as sequential biography. The life stories of individuals who have been conspicuous in the progress of the nation were so arranged that the pupils were made to feel the movement of a connected narrative and to enjoy the same. Montgomery's Beginner's History was used as a basis for this work. Too much praise can not be given the teachers of this grade for their success in leading the children to gather these foundation facts without destroying the enjoyment of the pupils and at the same time without trespassing upon the path of the higher grade teacher, who considers it his function to show the relation between cause and effect in a series of historical events.

Text-books in United States history were used in the sixth and seventh grades, but owing to the length of the course in each of these grades some selective skill was necessary. It became the duty of the supervisors to insist that recitations should deal with salient points only, and that these should be arranged logically and held to persist-

ently. Main events were mapped out and considered, but detailed information was gathered only by encouraging the reading habit in individual cases. The sixth-grade course extended from the discovery of America, through the periods of exploration and settlement, to the treaty of peace in 1783. These limits made it necessary to pass through the several colonies rather rapidly after dwelling for some time on the three typical colonies, Virginia, New York, and Massachusetts. In a like manner to the main points only of the Revolutionary period could attention be given. After reviewing the war of the Revolution the seventh grades made a topic study of the chief events from the inauguration of the first President to the present time. Much of this work was done by grouping important facts so that their causal relation could be readily seen or their logical connections made prominent. While this so-called "cross-section work" was helpful for drill work, it at the same time proved beneficial in teaching the children how to handle books and to find things for themselves. The entire fall term in the eighth grade was devoted to a study of our local government, including the history of the District of Columbia. Most of this work was done by oral instruction, or with the aid of pamphlets and miscellaneous leaflets. The formation of the Constitution, with a brief study of its leading features, occupied the winter term. This work was marked by unusual care on the part of the teachers not to be exacting, not to be too technical. Following this came a number of lessons on the General Government and a few talks on the various units of local government—the State, the county, the town, and the city. This work was very much condensed in comparison with that of former years. Though a text-book was in the hands of the pupils, it was not used so much as has been the case heretofore. Special features of the study of history in our schools during the past year were the constant correlation of history and geography, less memoriter work, shorter but more frequent written work, a better understanding on the part of the teachers of the importance of the topical method, and more power on the part of the pupil to interpret the meaning of what he had studied, due in a great measure to the determined effort of all in authority, put forth early in the year, to secure more thoughtful habits of reading and studying.

Penmanship.—The principal features of good vertical writing—verticality, simplicity, well-rounded letters, short stems and loops, small and simple capitals, and uniform spacing—were taught in all our schools. Copy books belonging to the Normal Course in Writing were used from the second grade to the sixth, inclusive, as a means to an end. That end was to secure from the pupils neat, legible writing at all times—the habit of good writing. Penmanship was judged not by what the pupils wrote in their copy books, but by their ordinary school exercises. Where painstaking care was taken in all school

writing on paper or on the blackboard by both teacher and pupils the results were most excellent. Mention will be found elsewhere of the improvement in uniformity resulting from the use of a single series as standard.

Physiology and hygiene.—The aim of the course in this subject was to train the children in hygienic habits and to secure a proper observance by them of the laws of health. This work was for the most part oral, though appropriate pages of the prescribed manuals were read at times. No systematic study of the structure and functions of the vital organs was undertaken. Practical instruction relating to cleanliness, exercise, pure air, sleep, sanitation, and temperance was effectively given. Municipal regulations relating to the cleanliness of the city and the reasons therefor were explained to the children. In the eighth grade some detailed work on the nervous system and the special senses was accomplished. An active campaign, inaugurated by the Board of Education, to check the tendency of the pupils to indulge in the demoralizing vice of cigarette smoking and other forms of tobacco using was made throughout the school year and was attended with unusual success.

As the manuals in our schools, with the possible exception of the eighth grade, are not fully adapted to our course as modified, it is hoped that you will soon find the time and opportunity to give this matter your consideration, with a view to submitting some recommendation to the Board of Education that will more nearly cover our needs.

SUPERVISION.

The administrative duties of a supervising principal require his attendance upon many meetings called by the superintendent, consultations with principals and teachers, the receiving of calls from parents and others, the settlement of complaints and questions of discipline, the compilation of statistics, the gathering and transmitting of school information, the promulgation and enforcement of the rules, the answering of letters, the classification of pupils, and countless other matters pertaining to requisitions for supplies and fuel, blank forms, repairs, the care of text-books, etc. The proper carrying out of these details by him does much to free the superintendent from vexatious minutiæ and makes it possible for that officer to decide upon and shape the general policy of the schools, but the amount of clerical work necessarily connected with these purely administrative matters frequently encroaches upon the more important duties of a general supervisor—his educational work. In the school world, among professional educators, supervision means intelligent inspection for the purpose of disclosing defects in teaching or study and of suggesting changes in methods of instruction. By such inspection better and more comprehensive work in all lines is accomplished. Limitations

and imperfections are discovered wherever they exist, schools are compared in efficiency one with another, and a correct estimate made of the results obtained throughout the entire system. In this way the supervisor keeps in touch with both teacher and pupil. He understands the difficulties under which the teacher labors and he knows what the pupil is doing or ought to do. He is the adviser of some, the instructor of others, and inspirer of all. While aiming to be a true leader to his teachers, he at the same time cooperates with the superintendent and the board in seeing that the schools subserve the best interests of the pupils for whom they were established. But it goes without saying that he is not at his best when hampered by the necessity of hurrying through his labors in the educational field in order to find time and opportunity to do some mechanical work in copying or other purely clerical task.

In guiding the work of the schools of his division the supervisor finds that the most potent factor next to actual visiting is the grade meeting. These meetings were held frequently during the past year, proving helpful and profitable in many directions. New outlines of work were explained, merits of various methods and devises discussed, points of criticism more fully considered, and such announcements made as the superintendent directed. The smaller circle meetings held by the teachers themselves in different portions of the city were influential agencies in promoting the common good.

Owing to the rather unusual number of written tests given by the teachers during the year, supervisory tests of this nature were made only at rare intervals when local conditions imperatively demanded them.

Conferences with the superintendent and his assistants were held each week at night in his office at the Franklin School, on which occasions matters of pressing importance were considered and reports made upon the progress of the work.

The efforts of last year to regulate the amount of home study and to prevent the overtaxing of pupils by leading the children to study in the right way were continued. While perhaps the art of study can never be formally taught to pupils, there is no doubt that the habit of study may be developed in them by providing helpful conditions under which they may work, and by first discovering, then exerting, the right stimulus to activity in each individual case.

The helping influence of the supervisor was largely directed toward the weaker portion of the teaching force, leaving the successful teachers free to exercise their individuality while the less successful ones were encouraged. Disintegration of the work because of this freedom was prevented by securing unity of purpose through full and frank explanations of the scope and aim of the curriculum. The spirit of self-improvement among our teachers is so prevalent that the preparation of lists showing the relative efficiency of the teachers in

the several divisions became a task of great responsibility, consuming many hours of earnest thought in judging professional qualifications and in weighing results. It is needless to say that these lists were made upon a strict professional basis, unbiased by outside considerations of any kind.

The attention given to the primary schools during the past year has been of such a character as not only to relieve the director of primary instruction entirely of care respecting organization, records, discipline, etc., but also to supplement her efforts along many lines. Ideal primary schools are not to be expected when taught by beginners, but under our plan good, and in many cases excellent, work has been accomplished. By example the skillful teachers of the model schools have been helpful in securing this result. The marked improvement in the seat or occupation work of these grades deserves special attention.

MISCELLANEOUS.

Kindergarten schools.—The kindergartens are no longer experimental, but have become a permanent part of the school system. The popularity of this branch of education is shown by the pressure for admission. In these schools full scope was given to the natural, unrestricted development of the young child. His needs were studied, his activities engaged. He early learned the lesson of mutual helpfulness and respect. In most cases it was necessary to limit the age of children admitted to 5, or nearly 5. The work of the day was always a connected whole. Each day the gifts, the games, the songs, and the stories or talks were taught consecutively, the thought developed being the connecting link. The gifts—material given to the children to be returned unaltered—were used one after the other as the children advanced in knowledge. The occupations, material to be returned with their impression, reflected the gift in some manner, either in thought, form, or color. The games dramatized nature and utilized the objects with which the children were familiar, while the songs and talks reproduced the knowledge they had received in previous lessons.

The teachers were all thoroughly interested in their schools, zealous in their work, and indefatigable in their efforts toward improvement. Meetings were held by the director at frequent intervals to secure an interchange of ideas and to discuss questions relating to the unity of the work. These meetings were intended to be suggestive, to give impetus to the work rather than to interfere with the freedom of each teacher in working out the cycle of the year's programme. But little difficulty was experienced in articulating the kindergarten work with that of the grades. Many of the teachers of the kindergarten visited the model first grades to obtain suggestions that would be helpful in making the transition easier for the child. It was found that the spirit and method of the two were not greatly at variance.

Written tests.—This is not the place to discuss the character or the function of the written test as a teaching process. When used as an aid it has many advantages and some disadvantages, dependent largely upon the motive of its employment and the frequency of its use. It is generally conceded that special care must be taken not to give the written test undue importance in school training. For that reason I have ventured to mention it as a topic worthy of early consideration next year, with a view to limiting the number of hours spent by the teachers in examining papers, and at the same time to so broaden its scope as to make it a better supplement to the oral test than has been the case heretofore.

Drill work.—As before stated, the changes made last year when the new course of study was adopted were, for the most part, so satisfactory that the new plan was continued with very few modifications. Few complaints were heard from the teachers respecting the so-called encroachment of the special teachers. Allotments of time to special studies were therefore about right.

The supervisors continued their efforts to carry out all your recommendations to the board, especially those of September 1, 1900, looking toward securing necessary drill in a number of studies. They tried to provide, guide, and inspire needed practice. A year ago the effort was to provide these drills. During the past year not only was that effort continued, but clearer ideals of what was desired were placed before the teachers, that aimless and excessive drill might be avoided. In drill work, as in other processes, clear aims and definite purposes are necessary. To prevent vagueness many meetings were held by the supervisors, grade by grade, to guide the teaching toward definite results. In the schoolrooms useless drills were stopped and mechanical exercises vitalized, that time might be saved for more important instruction. Constant endeavor was made to awaken interest, secure attention, and inspire activity. All development that seemed excessive was curtailed.

Precautions against fire.—The weekly fire drills instituted some time ago were continued in obedience to your wish during the year. The advantages derived from these drills are too many to attempt to enumerate here. Suffice it to say that they have also met the approval of the officials of the fire department who have inspected our schools this year, submitting a number of suggestions of value respecting the accumulation of waste material, the need of improved fire escapes, etc. In this connection your attention is invited to the fact that the lists of desirable repairs sent in by the supervisors last May all contained requests for the substitution of fireproof stairways for the inflammable wooden ones to be found in some of our older buildings. A telephone placed in each schoolhouse would prove at the same time an effective fire alarm and an important aid in school administration.

Text-books.—There was a more general use of text-books last year than ever before. The plan of furnishing all the regular text-books in full sets has been a wise one and has proved most helpful in recovering lost ground in the training of pupils in elementary studies, in that more thorough drill was secured thereby, especially in spelling and grammatical expression. An opportunity was furnished to give special lessons to individual pupils in the various uses of the dictionary. It is to be hoped that the time is not far distant when every pupil in our schools from the third grade up may be able to have a dictionary of his own. The language book introduced a year ago in the fourth and fifth grades has been very satisfactory, so much so, in fact, that suggestions have been made in various quarters to the effect that a more advanced book of similar character devoted mainly to composition writing would serve as a useful supplement to the technical grammar of the higher grades. Montgomery's Beginner's History has received favorable mention elsewhere in this report. A new series of reading books, Stepping Stones to Literature, was placed in the first four grades, to be used in alternation with the set adopted last year (Merrill's). The new reader in the fifth grade was somewhat difficult for the pupils in certain schools, but this trouble is not looked for another year among newly promoted pupils who have handled the earlier books of the series. Additional supplementary reading was provided in geography and an increase made in the number of sets of English classics provided for eighth-grade readings. Perhaps the most noteworthy action of the year in its effect upon any one grade was the introduction in grade seven of the Christmas Carol and later of the several selections from Hawthorne. An improvement in several lines of language training soon resulted therefrom. The change from four series of copy books to a single series supplied a fixed standard in penmanship that produced needed uniformity. In the second grade, perhaps, the book may not be so desirable, as the children are rather young to substitute for free writing on paper and blackboard the limitations of the copy.

Elsewhere in this report will be found mention of the desire on the part of many of the eighth-grade teachers for the aid of a well-selected speller.

In conclusion I desire, for my colleagues and myself, to express sincere thanks to you and your assistants for the courtesy and the appreciation shown us in the performance of our work, and also to the members of the Board of Education for their encouragement and confidence.

Very respectfully,

W. B. PATTERSON,
Supervising Principal, Sixth Division.

Mr. A. T. STUART,
Superintendent of Schools.

FIRST DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Franklin, Thirteenth and K streets NW	2	1	1	1	2	2	2	2	....	[a]13	[b]17	10
Dennison, S street NW., between Thirteenth and Fourteenth	2	1	1	1	1	1	1	1	1	10	[c]12	[g]12
Force, Massachusetts avenue, between Seventeenth and Eighteenth NW	2	2	2	2	2	1½	1½	2	....	15	12	[i]16
Adams, R street, between Seventeenth and Eighteenth NW	1	1	1	2	1	1	1	1	....	9	8	9
Berret, Fourteenth and Q streets NW	1	1	1	1	1	1	1	1	....	8	[d]9	8
Harrison, Thirteenth street, between V and W streets NW	....	1	1	1	1	1	1	1	1	8	8	[h]9
Phelps, Vermont avenue, between T and U streets NW	1	1	1	1	1	1	1	1	1	9	8	[h]10
Thomson, Twelfth street, between K and L streets NW	....	1	1	1	....	....	....	....	....	3	[e]6	3
Johnson, Mount Pleasant	1	1	1	1	1	1	1	1	....	8	8	8
Johnson Annex, Mount Pleasant	....	....	....	....	....	....	....	....	1	1	[f]4	[h]2
Hubbard, Kenyon street, between Eleventh and Twelfth streets NW	1	1	1	1	1	1	1	1	....	8	8	8
Whole number of schools:												
1902	11	11	11	12	11	10½	10½	11	4	92	100	95
1901	9	9	9	9	10	8½	9	9	3	75	79	77

[a] Eight practice schools under supervision of four normal teachers.
[b] One room used by normal school and three for other purposes.
[c] One room used for cooking and one room for cutting and fitting school.
[d] One room used for cooking school.
[e] One room used for cooking school and two rooms for manual training.
[f] One room used for cooking school, one for manual training, and one for cutting and fitting class.
[g] Including assistant to principal and assistant kindergarten teacher.
[h] Including assistant kindergarten teacher.
[i] Including assistant to principal.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Franklin	Steam	Excellent[a]	Fair	Good	Excellent[c]	Insufficient.	Owned.
Thomson	Furnace	Good	do	Fair	Insufficient.	.....	Do.
Adams	do	Excellent	Excellent	Excellent	Excellent	Small	Do.
Dennison	Steam	do	do	Good	do	Excellent	Do.
Force	do	do	Fair	Excellent	do	Small	Do.
Harrison	Furnace	do	Excellent	do	do	do	Do.
Phelps	do	do	do	do	Fair[a]	do	Do.
Berret	do	Good	do	do	do	Insufficient.	Do.
Johnson	do	Excellent	Fair	Good	Good	Fair	Do.
Johnson Annex	Stoves	Good	Poor	None[b]	None	do	Do.
Hubbard	Furnace	Excellent	Good	Excellent	Excellent	Excellent	Do.

[a] Five rooms poor. [b] See Johnson School. [c] Boys' play rooms insufficient.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1901.
	1902.	1901.	
Force	7	7	1, 2, 2 and 3, 3, 4.[a]
Adams	2	2	1, 2.
Phelps	2	2	1, 2.
Total	11	11	

[a] Half-day for half of a year.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grades.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1002.	1901.	1902.	1901.	Based on whole enrollment, 1902.	Based on average enrollment, 1902.
Eighth	11	9	470	408	406	338	382	315	42.7	36.9
Seventh	11	9	449	388	399	326	379	302	40.8	36.2
Sixth	11	9	494	422	420	354	395	328	44.9	38.1
Fifth	12	9	499	411	433	347	407	323	41.5	36.0
Fourth	11	10	463	410	391	327	367	304	42.0	35.5
Third	10½	8½	471	388	395	317	372	291	44.8	37.6
Second	10½	8½	452	355	415	292	386	266	43.0	39.5
First	11	9	576	489	449	375	410	340	52.3	40.8
Kindergarten	4	3	203	148	125	91	109	80	50.7	31.2
Total	92	75	4,077	3,419	3,433	2,767	3,207	2,549	44.3	37.3

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1902.	Tardiness of teachers, 1902.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
September	97.9	3	112	151	15.5	31.0
October	96.0	7	509	537	56.5	54.5
November	95.0	7	676	517	20.5	18.0
December	92.8	15	626	516	25.5	23.0
January	90.0	18	989	714	51.0	30.5
February	92.1	20	779	572	50.25	56.5
March	92.6	4	487	538	20.5	30.0
April	92.2	12	573	415	38.0	20.5
May	93.8	12	522	585	40.5	12.0
June	93.1	9	270	243	33.5	9.0
Total		107	5,543	4,788	351.75	285.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School	61
Other normal schools	7
Colleges	4
Kindergartens	8
Nongraduates	15
Total	95

SECOND DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Abbot, corner of Sixth and L streets NW	1	2	1	1	1	1	1	1	....	9	[b]9	9
Seaton, I, between Second and Third streets NW	1	1	1	1	1	1	2	2	1	[a]11	[c]12	[d]11
Twining, Third, between N and O streets NW	1	1	1	1	1	1	1	1	....	8	8	8
Eckington, corner First and Quincy streets NE	1	1	1	2	2	2	2	2	....	13	8	[e]14
Morse, R, between Fifth street and New Jersey avenue NW	1	....	....	1	2	2	2	2	....	10	8	10
Henry, P, between Sixth and Seventh streets NW	1	2	3	2	1	2	2	....	....	13	12	[e]14
Polk, corner Seventh and P streets NW	1	1	1	1	1	....	1	3	1	10	8	[f]11
Webster, corner Tenth and H streets NW	1	1	2	2	2	2	2	2	....	14	12	[e]15
1615 First street NE	....	....	....	....	....	....	....	....	1	1	1	[f]2
Whole number of schools:												
1902	8	9	10	11	11	11	13	13	3	89	78	94
1901	8	9	10	10	11	11	12	13	3	87	78	92

[a] Four practice schools under supervision two normal teachers.
[b] One room used for girls' play room.
[c] One room used for cooking school.
[d] Including assistant to principal, assistant kindergarten teacher, and two normal teachers.
[e] Including assistant to principal.
[f] Including assistant kindergarten teacher.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Abbot	Furnace	Good	Fair	Good	None	None	Owned.
Seaton	Steam	Excellent.	Poor	Poor	Good	Good	Do.
Twining	Furnace	do	Good	do	do	do	Do.
Eckington	do	do	do	Good	do	Insufficient	Do.
Morse	do	do	do	Fair	do	Good	Do.
Henry	Steam	do	Poor	do	Fair	do	Do.
Polk	Furnace	do	Good	Good	do	do	Do.
Webster	Steam	do	Poor	do	do	None	Do.
1615 First street NE.	Furnace	Good	Good	do	None	do	Rented.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1902.	Number above second grade, 1902.
	1901.	1902.		
Abbot	----	2	1,2	....
Seaton	2	----	....	....
Twining	----	----	....	....
Eckington	8	10	1,1,2,2,3,3,4,4,5,5	6
Morse	4	4	1,1,2,2	....
Henry	2	2	2,2	....
Polk	2	4	1,1,1,2	....
Webster	4	4	1,1,2,2	....
Total	22	26	....	6

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
Eighth	8	8	329	322	288	273	279	258	41.1	36
Seventh	9	9	415	395	368	338	351	318	46.1	40.8
Sixth	10	10	448	450	394	397	371	379	44.8	39.4
Fifth	11	10	493	480	434	417	413	389	44.8	39.4
Fourth	11	11	531	509	459	459	431	428	48.2	41.7
Third	11	11	521	485	445	422	420	392	47.3	40.4
Second	13	12	572	526	508	454	476	422	44	39
First	13	13	648	740	519	579	476	525	49.8	39.9
Total	86	84	3,957	3,907	3,415	3,339	3,217	3,112	46	39.7
Kindergarten	3	3	181	175	125	112	109	99	60.3	41.6
Total	89	87	4,138	4,082	3,540	3,451	3,326	3,211	46.4	39.7

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Pupils.			Teachers.		
	Percentage of attendance.	Cases of tardiness.		Cases of tardiness.	Substitute service.	
		1902.	1901.		1902.	1901.
September	97.7	46	133	.....	13.5	59
October	96.3	385	495	7	77	122
November	95.5	430	546	17	38	48
December	93	469	539	14	16	49
January	91.5	682	612	29	62	121
February	93.2	674	544	29	52.5	54
March	93.7	407	436	13	37.5	49.5
April	92.2	455	394	7	33	37.5
May	94.6	465	494	10	36.5	68
June	93.7	206	243	7	24.5	47
Total	.....	4,219	4,436	133	390.5	655

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	70
Other normal schools	3
Colleges	2
Kindergartens	6
Nongraduates	13
Total	94

THIRD DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Peabody, Fifth and C streets NE	1	2	2	3	2	2	1	1	1	15	12	[a]17
Hilton, Sixth, between B and C streets NE	1	1	1	1	[b]2	1	[c]2	1	....	10	8	10
Carbery, Fifth, between D and E streets NE	1	1	1	1	1	1	2	2	....	10	8	10
Maury, B, between Twelfth and Thirteenth streets NE	1	1	1	[d]2	1	[e]2	1	2	....	11	8	11
Towers, Eighth and C streets SE	1	1	1	1	1	1	1	3	....	10	8	10
Wallach, D, between Seventh and Eighth streets SE	1	1	2	3	2	[e]2	1	....	....	12	[f]14	[g]13
Brent, Third and D streets SE	1	1	1	1	1	1	1	2	....	9	8	9
Lenox, Fifth, between G and Virginia avenue SE	1	1	1	1	1	[e]2	1	2	....	10	8	10
Dent, South Carolina avenue and Second street SE	....	1	1	1	1	1	1	1	1	8	8	[h]9
Total number of schools:												
1902	8	10	11	14	12	13	11	14	2	95	82	99
1901	8	10	11	13	13	14	13	15	1	98	78	101

[a] Including assistant kindergarten teacher and one assistant to principal.
[b] One combined third and fourth grade.
[c] One combined first and second grade.
[d] One combined fourth and fifth grade.
[e] One combined second and third grade.
[f] One room used as cooking school.
[g] Including one assistant to principal.
[h] Including assistant kindergarten teacher.

NOTE.—The McCormick School was transferred to the fourth division November 1, 1901, hence is not reported here.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Peabody	Steam	Excellent.	Excellent.	Excellent.	Small	Small	Owned.
Hilton	Furnace	do	do	do	do	do	do.
Carbery[a]	do	do	Good	do	do	do	do.
Maury	do	do	Fair	Poor	do	Fair	do.
Towers[a]	do	do	Good	Excellent.	do	Ample	do.
Wallach	Steam	do	do	Fair	do	do	do.
Brent	Furnace	do	Poor	Poor	do	Small	do.
Lenox	do	do	Good	Excellent.	do	do	do.
Dent	do	do	Excellent.	do	do	Ample	do.

[a] In Carbery and Towers, boys' play rooms are used as coal vaults.

TABLE III—*Showing half-day schools.*[a]

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1902.	1901.		1902.	1901.
Peabody	5	3	K., 1, 2, 3, 3	2	.....
Hilton	4	4	1, 2, 2, 3	1	1
Carbery	4	4	1, 1, 2, 2	.....	.....
Maury	6	6	1, 1, 2, 3, 3, 4	3	3
Towers	4	4	1, 1, 1, 2	.....	.....
Wallach	1	2	2	.....	.....
Brent	3	8	1, 1, 2	.....	4
Lenox	4	6	1, 1, 2, 3	1	3
Dent	2	0	K., 1	.....	.....
Total	33	37	.....	7	11

[a] Including kindergartens.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.
Eighth	8	8	364	383	309	335	290	318	45.5	
Seventh	10	10	423	429	380	385	365	368	42.3	47.8
Sixth	11	11	526	524	471	470	445	442	47.8	42.9
Fifth	[a] 14	13	616	619	558	548	524	511	45.6	47.6
Fourth	[b] 12	13	606	613	554	534	524	500	50.5	49.5
Third	[c] 13	14	572	613	512	539	481	510	47.6	51.0
Second	[d] 11	13	612	560	528	482	497	454	55.6	51.0
First	14	15	734	707	585	566	544	522	52.4	46.6
Kindergarten	2	1	99	45	75	38	68	34	49.5	52.3
Total	95	98	4,552	4,493	3,972	3,897	3,738	3,659	.....	45.0

[a] Including one combined fourth and fifth grade.
[b] Including one combined third and fourth grade.
[c] Including three combined second and third grades.
[d] Including one combined first and second grade.

Changes in the figures for 1901 from the fourth grade down, excepting kindergartens, are due to the transfer of the McCormick school to the fourth division.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Pupils.			Teachers.		
	Percentage of attendance.	Cases of tardiness.		Cases of tardiness.	Substitute service.	
		1902.	1901.		1902.	1901.
September	98.5	36	46	0	23.5	8.0
October	96.4	226	194	7	86.0	32.0
November	95.4	267	237	12	47.5	21.0
December	93.3	233	190	23	27.0	25.5
January	91.8	336	298	21	70.5	72.5
February	93.0	264	244	15	115.0	43.5
March	93.2	190	208	5	73.0	38.5
April	93.3	212	167	4	76.5	28.5
May	94.7	234	263	18	84.5	38.0
June	94.6	122	32	4	45.0	32.0
Total	94.1	2,120	1,879	109	648.5	339.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

Washington Normal School	73
Other normal schools	3
Colleges	0
Nongraduates	23
Total	99

FOURTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total	Schoolrooms.	Number of teachers.
Jefferson, Sixth and D streets SW	2	2	3	3	2	2	2	2	1	19	[a]20	[b]21
Amidon, Sixth and F streets SW	....	....	1	1	1	2	2	2	1	10	8	[c]11
Smallwood, I street, between Third and Four-and-a-half streets SW	1	1	1	1	1	1	1	2	....	9	8	9
Sayles J. Bowen, Third and K streets SW.[d]	....	1	....	....	2	1	2	1	....	7	8	7
Greenleaf, Four-and-a-half street, between M and N streets SW	....	....	1	1	1	1	1	2	....	7	8	7
Bradley, Thirteen-and-a-half street, between C and D streets SW	1	1	1	1	1	1	[e]2	1	....	9	8	9
Arthur, Arthur place NW.[f]	1	1	1	1	1	1	2	2	....	10	8	16
McCormick, Third street, between M and N streets SE.[f]	....	....	....	....	1	1	2	2	....	6	4	6
Potomac, Twelfth street, between Maryland avenue and E street SW	....	....	....	....	1	1	1	1	....	4	4	4
Total number of schools:												
1902	5	6	8	8	11	11	15	15	2	81	76	84
1901	4	5	7	7	9	9	10	11	2	64	56	67

[a] One room used as office for supervising principal and one for cooking school.
[b] Including assistant to principal and assistant kindergarten teacher.
[c] Including assistant kindergarten teacher.
[d] First occupied by classes May 1, 1902.
[e] One combined first and second grade.
[f] Transferred to this division November 1, 1901.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jefferson	Steam	Excellent[a]	Fair	Excellent	Excellent	Excellent	Owned.
Amidon	Furnace	do	Excellent	Fair	do	Small	Do.
Smallwood	do	do	do	Excellent	Small	do	Do.
Sayles J. Bowen	Steam	Insufficient.	do	do	Good	Excellent	Do.
Greenleaf	Furnace	Excellent	do	do	Small	Small	Do.
Bradley	do	do	do	do	do	do	Do.
Arthur	do	do	do	do	Good	Excellent	Do.
McCormick	do	do	Fair	Poor	None	do	Do.
Potomac	Stoves	do	do	do	do	Small	Do.

[a] Eight rooms insufficient.

TABLE III.—*Showing half-day schools.*

Schools.	Half-day schools.				Grades of half-day schools, 1902.
	1902.			1901.	
	Enforced.	Not enforced.	Total.		
Jefferson	2	.....	2	2	2,2
Amidon	4	.....	4	4	1,1,2,2
Smallwood[a]	2	1	3	4	1,1,2
Sayles J. Bowen	.....	3	3	.....	1,2,2
Greenleaf[a]	.....	3	3	8	1,1,2
Bradley	2	1	3	2	1,2,2
Arthur	4	.....	4	6	1,1,2,2
McCormick	4	.....	4	4	1,1,2,2
Potomac	.....	2	2	.....	1,2
Total	18	10	28	30	.....

[a] Shows condition 1902 after occupying the Bowen School.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
Eighth	5	4	231	195	201	165	192	157	46.2	
Seventh	6	5	251	240	215	199	204	185	41.8	40.2
Sixth	8	7	340	277	298	247	279	231	42.5	35.8
Fifth	8	7	447	348	395	306	371	285	55.8	37.2
Fourth	11	9	581	456	513	402	479	374	52.8	49.3
Third	11	9	615	474	541	433	505	402	55.9	46.6
Second	[a] 15	10	628	482	551	420	514	390	41.8	49.1
First	15	[a] 11	840	575	669	463	611	423	56	36.7
Total	79	62	3,933	3,047	3,383	2,635	3,155	2,447	49.7	44.6
Kindergarten	2	2	104	107	72	74	62	63	52	42.8
Grand total	81	64	4,037	3,154	3,455	2,709	3,217	2,510	49.8	36
										42.6

[a] Including one combined first and second grade.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Pupils.			Teachers.		
	Percentage of attendance.	Cases of tardiness.		Cases of tardiness.	Substitute service.	
		1902.	1901.		1902.	1901.
September	97.9	28	46	0	8	8
October	95.6	308	194	8	29.5	32
November	94.6	391	237	9	33.5	21
December	92.1	353	190	6	37.5	25.5
January	90.4	502	298	29	40	72.5
February	92.4	352	244	20	24.5	43.5
March	91.9	285	208	10	62	38.5
April	90.9	223	167	8	60	28.5
May	93.4	266	263	5	61	38
June	93.8	141	32	5	29.5	32
Total	----------	2,849	1,879	100	385.5	339.5

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	59
Other normal schools	8
Colleges	2
Kindergartens	4
Nongraduates	13
Total	86
Number counted in more than one place	2
Total	84

FIFTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Rooms.	Number of teachers.
Jackson, U street, between Thirtieth and Thirty-first streets	1	1	1	1	1	1	1	1	....	8	8	8
Grant, G street, between Twenty-first and Twenty-second streets	1	1	1	2	1	2	2	3	....	13	12	[a]14
Curtis, O street, between Thirty-second and Thirty-third streets	1	1	1	1	2	1	1	1	....	9	8	9
Addison, P street, between Thirty-second and Thirty-third streets	1	....	1	1	1	1	1	2	1	9	8	[h]10
Fillmore, Thirty-fifth street, near U street	1	1	1	1	1	1	1	1	....	8	8	8
Weightman, M and Twenty-third streets	1	1	1	1	1	1	1	2	....	9	8	9
Corcoran, Twenty-eighth street, near M street	....	1	1	1	1	2	1	2	....	9	8	9
Threlkeld, Thirty-sixth street and Prospect avenue	....	....	....	1	1	1	1	1	....	5	4	5
Toner, Twenty-fourth and F streets	1	1	1	1	1	1	1	1	1	9	8	[h]10
Thirty-second street, near S street	....	....	....	....	....	....	....	....	....	....	[b]4	....
Twenty-fourth street, between G and H streets	....	....	....	....	....	....	....	....	....	....	[b]4	....
Industrial Home, Wisconsin avenue	....	....	[c]1	....	....	[d]1	....	1	....	3	[e]4	3
Reservoir, Conduit road	[f]1	....	....	[g]1	....	....	....	1	....	3	[e]4	3
Conduit Road, Conduit road	....	....	....	....	1	....	....	....	....	1	1	1
Whole number of schools:												
1902	8	7	9	11	11	12	10	16	2	86	89	89
1901	7	7	9	10	10	10	12	14	2	81	77	84

[a] Includes one assistant to principal.
[b] Used for manual training.
[c] Includes fourth, fifth, and sixth grades.
[d] Includes second and third grades.
[e] One room not used.
[f] Includes sixth, seventh, and eighth grades.
[g] Includes third, fourth, and fifth grades.
[h] Includes one assistant kindergarten teacher.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jackson	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Good	Owned.
Grant	Steam	do	do	do	do	do	Do.
Addison	Furnace	do	do	Good	do	do	Do.
Weightman	do	do	do	Excellent.	do	do	Do.
Corcoran	do	do	do	do	do	do	Do.
Fillmore	do	do	do	do	do	do	Do.
Toner	do	do	do	do	do	do	Do.
Threlkeld	Stoves	do	Fair	Fair	Poor	Fair	Do.
Industrial Home	Steam	do	do	Good	do	Excellent.	(a)
Curtis	do	do	Excellent.	do	Excellent.	do	Owned.
High Street [b]	do	do	Poor	Poor	do	do	Do.
Reservoir	Stoves	do	Good	do	do	do	Do.
Conduit	do	do	do	do	None	Fair	Do.

[a] Neither owned nor rented.
[b] Used for manual training.

TABLE III.—*Showing half-day schools.*

Name of school.	Half-day schools.				Grade of school.
	Two in a room.		One in a room.		
	1902.	1901.	1902.	1901.	
Curtis	2	2	.....	.....	
Addison	2	2	.....	.....	
Threlkeld	2	2	1	1	1, 2
Corcoran	2	2	.....	.....	K. 1, 2
Weightman	2	2	1	1	1, 2
Grant	2	.....	5	1	1
Toner	2	.....	1	4	2
Fillmore	.....	.....	2	.....	1, 2
Jackson	.....	.....	2	2	K. 1, 2
Industrial Home	.....	.....	1	2	1, 2
Reservoir	.....	.....	1	1	1, 2
				1	1
Total	14	10	15	13	1, 2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
Eighth	8	7	295	263	238	222	223	206	36.8	29.7
Seventh	7	7	302	294	249	259	233	243	43.1	35.5
Sixth	9	9	395	410	336	343	311	306	43.8	37.6
Fifth	11	10	476	433	416	382	392	353	43.2	37.8
Fourth	11	10	501	495	426	409	398	375	45.5	38.7
Third	12	10	514	449	452	379	421	347	42.8	37.6
Second	10	12	531	499	461	429	429	400	53.0	46.1
First	16	14	765	707	583	518	526	463	47.8	36.4
Kindergarten	2	2	124	126	78	85	70	77	62.0	39.0
Total	86	81	3,903	3,676	3,239	3,026	3,003	2,770	45.3	37.6

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
September	97.4	.....	82	139	15	12½
October	95.0	7	532	532	54½	65
November	94.1	8	512	571	9	57½
December	91.9	13	549	453	17½	15½
January	89.7	7	758	656	50	150
February	91.6	26	724	536	24	108
March	91.8	16	416	556	44½	29
April	91.5	2	425	436	30	48½
May	93.2	7	499	600	16	32½
June	94 6	9	229	271	6½	19
Total	.....	95	4,726	4,750	267	537½

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	60
Other normal schools	2
Colleges	2
Kindergartens	4
Nongraduates	21
Total	89

SIXTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

Name and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	School rooms.	Number of teachers.
Gales, First and G streets NW	1	1	1	2	2	[a]2	1	2	1	13	[b]12	[c]15
Blake, North Capitol street, between K and L streets NW	1	1	1	1	1	1	[a]2	2	....	10	8	10
Hayes, Fifth and K streets NE	1	1	1	1	[d]2	[a]1	1	2	....	10	8	10
Blair, I street, between Sixth and Seventh streets, NE	1	1	2	1	1	1	[e]2	1	....	10	8	10
Taylor, Seventh street, near G street NE	1	1	1	1	1	2	2	2	....	11	8	11
Taylor annex, Eighth street, between F and G streets, NE	....	....	....	....	1	....	....	....	....	1	1	1
Madison, Tenth and G streets NE	1	....	1	2	1	2	2	2	....	11	8	11
Pierce, G and Fourteenth streets NE	1	1	1	1	1	2	2	2	....	11	8	11
Webb, Fifteenth and Rosedale streets NE	....	1	1	1	2	[a]2	[e]2	2	....	11	8	11
Kindergartens:												
Eighth and I streets NE	....	....	....	....	....	....	....	....	1	1	1	[f]2
900 Maryland avenue NE	....	....	....	....	....	....	....	....	1	1	1	[f]2
1201 Maryland avenue NE	....	....	....	....	....	....	....	....	1	1	1	[f]2
Whole number of schools:												
1902	7	7	9	10	12	13	14	15	4	91	72	96
1901	6	7	9	9	12	13	14	14	3	87	64	91

[a] One mixed second and third grade.
[b] One room used for manual training.
[c] Including assistant to the principal and an assistant kindergarten teacher.
[d] One mixed third and fourth grade.
[e] One mixed first and second grade.
[f] Including assistant kindergarten teacher.

NOTE.—The Arthur, Hamilton, and Langdon schools have been transferred to other divisions.

TABLE II.—*Showing condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Gales	Steam	Excellent	Good	Excellent	Fair	Parking	Owned.
Blake	Furnace	do	do	do	Excellent	Ample	Do.
Hayes	do	do	Excellent	do	do	Boys' ample, girls' small.	Do.
Blair	do	do	do	do	do	Ample	Do.
Blair annex	do	Fair	Fair	Good	None	None	Rented.
Taylor	do	Excellent	Excellent	Excellent	Excellent	Ample	Owned.
Taylor annex	Stoves	Fair	Poor	Poor	None	Excellent	Rented.
Madison	Furnace	Excellent	Excellent	Excellent	Excellent	Small	Owned.
Pierce	do	do	do	do	do	Girls' ample, boys' small.	Do.
Webb	do	Good	do	do	do	Ample	Do.
900 Maryland avenue NE.	do	do	Fair	Fair	None	None	Rented.
1201 Maryland avenue NE.	do	do	do	do	do	Parking	Do.
Eighth and I streets NE.	Stoves	Excellent	do	do	do	None	Do.
Northeast Industrial.	Furnace	do	Good	Good	do	do	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1902.	1901.		1902.	1901.
Gales	4	6	1, 2, 2-3		
Blake	4	6	1, 2	1	
Hayes	4	6	1, 2, 2-3		2
Blair	4	4	1-2, 1, 2, 3	1	2
Taylor	6	6	1, 2, 3	1	3
Taylor annex				2	1
Madison	6	8	1, 2, 3		2
Pierce	6	10	1, 2, 3	2	
Webb	6		1, 2, 3	2	4
900 Maryland avenue NE				2	4
1201 Maryland avenue NE					
Eighth and I streets NE					
Northeast Industrial School			(a)		
Total	40	46		11	18

a Cooking, sewing, and manual-training classes.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.
Eighth	7	7	304	333	254	273	243	260	43.4	47.5
Seventh	7	8	304	355	269	301	257	284	43.4	44.3
Sixth	9	10	429	477	365	403	344	380	47.6	47.7
Fifth	10	10	533	467	454	407	422	378	53.3	46.7
Fourth	12	14	593	690	511	587	477	547	49.4	49.2
Third	13	14	577	587	503	504	467	470	44.3	41.9
Second	14	16	556	620	497	525	465	493	39.7	38.7
First	15	16	743	789	606	615	555	561	49.5	49.3
Total a	87	95	4,039	4,318	3,459	3,615	3,230	3,373	46.4	45.4
County schools		7		257		188		167		36.7
Kindergarten	4	3	231	182	155	116	134	98	57.7	60.6
Grand total	91	105	4,270	4,757	3,614	3,919	3,364	3,638	46.9	45.3

a The Arthur, Hamilton, and Langdon schools have been transferred to other divisions.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
September	97.6		46	159	19	11
October	95.6	8	482	582	29	63
November	94.6	25	526	558	25	36
December	92.3	12	360	531	18	14
January	90.4	28	536	598	87½	89
February	92.4	8	509	532	93	57½
March	92.4	2	361	438	16	26½
April	91.7	5	343	335	18	35
May	93.4	9	425	486	19	11
June	94.1	6	214	3	10	5
Total		103	3,802	4,222	334½	348

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and kindergartens and nongraduates.*

Washington Normal School	77
Other normal schools	3
Colleges	1
Kindergartens	8
Nongraduates	7
Total	96

SEVENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools, by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
WHITE.												
Brightwood, Brightwood, D. C	1	6–7	....	4–5	....	1	1	1	....	6	[a]8	6
Brookland, Brookland, D. C	7–8	....	6–7	1	1	1	2–3 1–2	1	1	9	[b]8	[d]10
Chevy Chase, Chevy Chase, D. C	6–8	....	....	4–5	....	2–3	....	1	....	4	4	4
Hamilton, Bladensburg road, D. C.[c]	....	5–8	....	....	3–4	....	1–2	....	....	3	4	3
Langdon, Langdon, D. C.[c]	....	5–8	....	....	3–4	....	1–2	....	....	3	4	3
Monroe, Steuben street NW., between Brightwood and Sherman avenues	7–8	6–7	....	1	1	1	2–3 1–2	1	1	9	8	[d]10
Takoma, Takoma, D. C	....	7–8	5–6	....	3–4	2–3	....	1	....	5	4	5
Tenley, Tenley, D. C	7–8	....	1	1	1	1	1	2	....	8	[e]8	8
Woodburn, corner Blair and Riggs roads, D. C	6–8	....	....	4–5	....	2–3	....	1	....	4	4	4
Whole number of schools:												
1902	6	5	3	6	6	7	8	8	2	51	52	53
1901	7	6	4	8	7	9	9	9	3	62	65	65
COLORED.												
Bruce, Marshall street NW., between Brightwood and Sherman avenues	....	6–7	....	4–5	....	2–3	1–2	1	1	6	[b]8	[d]7
Bunker Hill road, near Brookland	....	....	....	....	1–4	....	....	....	....	1	1	1
Chain Bridge road, near Conduit road	....	....	....	1–5	....	....	....	....	....	1	1	1
Grant road, near Tenley	....	4–7	....	....	....	2–3	....	1	....	3	2	3
Ivy City, Ivy City, D. C	....	....	4–6	....	....	....	2–3	1	....	3	2	3
Military road, near Brightwood, D. C	....	....	4–7	....	....	1–3	....	....	....	2	2	2
Mott, Sixth and Trumbull streets NW	1	1	1	1	1 4–5	1	1 1–2	2	....	11	[f]10	11
Orphans' Home, Eighth street extended	....	....	....	3–5	....	....	1–2	....	....	2	2	2
Wilson, Central avenue NW., between Erie and Superior streets	1	6–7	....	4–5	....	1	1	2	1	8	8	[d]9
Whole number of schools:												
1902	2	4	3	5	3	5	6	7	2	37	36	39
1901	2	2	5	3	6	4	6	7	2	37	37	39

[a] One room used for manual training and one for cooking.
[b] One room used for cooking and one for cutting and fitting class.
[c] Transferred to this division November 1, 1901.
[d] Including assistant kindergarten teacher.
[e] One room used for cooking school.
[f] One room used for manual training.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brightwood	Steam	Excellent	Poor	Excellent	Good	Fair	Owned.
Brookland	do	do	Fair	do	Poor	do	Do.
Brookland hall	Stoves	Good	do				Rented.
Bruce	Furnace	Excellent	Good	Excellent	Excellent	Good	Owned.
Bunker Hill Road	Stoves	Good	Poor	Poor	None	do	Do.
Chain Bridge Road	do	Poor	do	do	do	do	Do.
Chevy Chase	do	Good	do	Fair	Excellent	Fair	Do.
Grant Road	do	Fair	do	Poor	None	Good	Do.
Hamilton	do	do	do	Fair	do	do	Do.
Ivy City	do	Good	do	Poor	do	Poor	Do.
Langdon	do	Excellent	Good	Fair	Fair	Good	Do.
Military Road	do	Fair	Poor	Poor	None	Excellent	Do.
Monroe	Furnace	Excellent	Fair	Good	Excellent	Fair	Do.
Mott	Stoves	Fair[a]	Poor	Fair	None	do	Do.
Orphans' Home	Furnace	Excellent	Fair	Excellent	Excellent	Good	[b]
Takoma	do	do	Excellent	do	do	do	Owned.
Tenley	Steam	Fair	Poor	Poor	Poor	Excellent	Do.
Wilson	Furnace	Excellent	Fair	Excellent	Excellent	Poor	Do.
Woodburn	Stoves	do	do	Fair	do	Excellent	Do.

[a] Except two rooms in which the light is poor.
[b] Neither owned nor rented.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade, 1902.
	1902.	1901.		
Brightwood	.....	2	.....	.....
Brookland	2	2	.....	.....
Bruce	.....	2	1, 2	.....
Grant Road	2	2	.....	.....
Ivy City	2	.....	1, 3	.....
Monroe	2	2	1, 3	1
Mott	4	4	1, 2	1
Takoma	2	.....	1, 2	.....
Tenley	2	2	1, 3	.....
	.....	.....	1	1
Total	16	16	.....	.....
				3

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth	6	7	221	273	192	232	177	216	36.8	32
Seventh	5	6	194	239	169	208.2	153	192.7	38.8	33.8
Sixth	3	4	124	145	111	122	104	114	41.3	37
Fifth	6	8	263	352	225	299.3	206	275.2	43.8	37.5
Fourth	6	7	251	312	216	270	199	247	41.8	36
Third	7	9	316	427	276	352.3	249	320.6	45.1	39.4
Second	8	9	415	409	331	335.2	293	307	51.8	41.3
First	8	9	347	425	265	322	234	286	43.3	33.1
Kindergarten	2	3	91	156	57	91.9	49	77.4	45.5	28.5
Total	51	62	[a]2,222	2,738	[a]1,842	2,232.9	[a]1,664	2,035.9	43.5	36.1
COLORED.										
Eighth	2	2	81	71	69	61	65	57	40.5	34.5
Seventh	4	2	120	71	99	57.4	91	54	30	24.7
Sixth	3	5	100	180	79	155.1	73	145.6	33.3	26.3
Fifth	5	3	217	127	182	102	168	97	43.4	36.4
Fourth	3	6	129	276	89	206	83	190.6	43	29.6
Third	5	4	234	187	173	148	159	135	46.8	34.6
Second	6	6	266	262	219	211.3	205	200.6	44.3	36.5
First	7	7	335	311	213	215	196	192	47.8	30.4
Kindergarten	2	2	118	83	61	52	52	46	59	30.5
Total	37	37	[b]1,600	1,568	[b]1,184	1,207.8	[b]1,0[illegible]2	1,117.8	43.2	32
Grand total	88	99	3,822	4,306	3,026	3,440.7	2,756	3,153.7	43.4	34.3

[a] Including 27 ungraded schools.

[b] Including 18 ungraded schools.

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
WHITE.						
September	98	2	32	61	0.5	41.5
October	95.1	11	301	324	46.5	71.5
November	93.8	8	342	323	8	13
December	89.4	.....	293	247	17	22.5
January	86.2	16	378	348	36	39.5
February	88.1	12	317	259	14.5	33
March	90.7	4	144	264	31.5	12.5
April	90.1	3	201	213	15	23
May	92.4	6	217	349	30	5
June	92.9	6	143	149	16.5	17.5
Total[a]	.....	68	2,368	2,537	215.5	279
COLORED.						
September	97.6	2	19	19	11	18
October	95.3	.....	113	99	50	40
November	94.4	1	127	116	25	8
December	91.7	3	140	175	2	5.5
January	89.6	2	111	179	36	46.5
February	90.4	4	102	130	32	8.5
March	92.1	.....	103	103	24.5	4.5
April	92.1	3	110	105	9	12
May	93.1	.....	101	76	8.5	2
June	95.4	.....	41	62	2.5	1
Total[a]	.....	15	967	1,064	200.5	146
Grand total	.....	83	3,335	3,601	416	425

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

White:	
Washington Normal School	40
Other normal schools	2
Colleges	1
Kindergartens	4
Nongraduates	6
Total	53
Colored:	
Washington Normal School (ninth, tenth, and eleventh divisions)	29
Other normal schools	5
Colleges	1
Kindergartens	4
Nongraduates	
Total	39
Grand total	92

EIGHTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
WHITE.												
Tyler, Eleventh street, between G and I, SE	1	1	1	1	1	1	2	2	....	10	8	10
Buchanan, E street, between Thirteenth and Fourteenth, SE	....	1	1	2	2	1	0	1	1	9	8	[a]10
Cranch, Twelfth and G, SE	....	....	1	1	1	2	2	2	....	9	6	9
Benning, Benning	6–8	....	....	4–5	....	2–3	....	1	....	4	4	4
Congress Heights, Congress Heights	6–8	....	....	1	1	1	1	1	....	6	[b]10	6
Good Hope, Good Hope	....	....	4–6	....	....	2–3	....	....	....	2	2	2
Good Hope Annex, Good Hope	....	....	....	....	....	....	....	1–2	....	1	1	1
Van Buren, Anacostia	1	1	1	1	....	3	2	3	....	12	8	12
Van Buren Annex, Anacostia	....	....	1	1	2	....	....	....	....	4	[c]6	4
Masonic Hall, Anacostia	....	....	....	....	....	....	....	....	1	1	[d]1	[a]2
Twining City, Twining City	....	....	....	....	....	1–3	....	....	....	1	[d]1	1
Anacostia Road, near Benning	....	....	....	....	....	....	....	....	....	....	[e]1	....
Whole number of schools:												
1902	4	3	6	8	7	11	7	11	2	59	56	61
1901	4	3	6	7	8	9	9	11	2	59	55	61
COLORED.												
Benning Road, near Benning	....	5–7	....	....	....	....	1–2	....	....	2	2	2
Benning Road Annex, near Benning	....	....	....	....	3–4	....	....	....	....	1	[e]2	1
Birney, Howard avenue, Hillsdale	1	....	1	1	2	1	1	2	....	9	8	9
Burrville, Burrville	....	....	4–6	....	....	2–3	....	1	....	3	2	3
Garfield, Garfield	6–8	....	....	1	1	1	1	2	....	7	6	7
Hillsdale	....	....	....	....	....	....	....	....	....	....	[c]4	....
Birney Annex	....	1	....	....	....	1	1	1	....	4	4	4
Whole number of schools:												
1902	2	2	2	2	4	4	4	6	....	26	28	26
1901	2	2	2	2	4	4	4	5	....	25	22	25

[a] Including assistant kindergarten teacher.
[b] Including two unused rooms in old building.
[c] Two rooms used for carpentry and cooking.
[d] Rented.
[e] One room used for carpentry and cooking jointly.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Tyler	Furnace	Good	Poor	Poor	Fair	Small	Owned.
Buchanan	do	do	Fair	Good	do	Fair	Do.
Cranch	Steam	Poor	Poor	Poor	Poor	Small	Do.
Van Buren	Furnace	Good	do	Fair	Fair	Fair	Do.
Van Buren Annex	Stoves	Fair	do	None	None	Parking	Do.
Birney	do	Good	Fair	Fair	do	Good	Do.
Hillsdale	do	Fair	do	Poor	do	Small	Do.
Congress Heights	Furnace	Good	do	Fair	Fair	Excellent	Do.
Garfield	Stoves	Fair	do	do	None	Good	Do.
Good Hope	do	Good	do	Poor	do	Poor	Do.
Good Hope Annex	do	Poor	None	do	do	None	Rented.
Twining City	do	do	Poor	do	do	do	Do.
Benning Road	do	Good	do	do	do	Poor	Owned.
Benning Road Annex.	do	Poor	do	do	do	do	Do.
Benning	do	Good	Fair	do	do	Good	Do.
Burrville	do	Fair	do	do	do	Fair	Do.
Anacostia Road [a]	do	Poor	Poor	do	do	Good	Do.
Masonic Hall	do	Fair	do	do	do	None	Rented.
Birney	Furnace	Good	Good	Good	Good	Good	Owned.

[a] Occupied by carpentry and cooking schools.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1902.	1901.		1902.	1901.
Tyler	4	4	1, 1, 2, 2	.....	.....
Cranch	6	6	1, 1, 2, 2, 3, 3	2	2
Buchanan	2	2	1, 3	1	1
Birney	2	6	1, 1, 2, 3, 3, 4	0	3
Hillsdale	0	4	1, 2, 4, 5	0	2
Good Hope	0	2	1, 2, 3	0	1
Van Buren	8	8	1, 1, 1, 2, 2, 2, 3, 3	2	2
Garfield	2	2	1, 1	.....	.....
Total	24	34	.....	5	11

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number pupils per teacher.[a]	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth	2	2	118	116	96	102	91	97	59	48
Seventh	3	3	188	152	160	126	149	118	62.6	53.3
Sixth	5	4	288	244	244	211	229	197	57.6	48.8
Fifth	7	6	337	312	298	267	277	246	48.1	42.5
Fourth	7	8	405	408	347	353	322	327	57.8	49.5
Third	7	7	400	368	343	317	318	295	57.1	49
Second	7	8	364	357	318	309	295	286	52	45.4
First	10	11	495	482	383	389	352	359	49.5	38.3
Kindergarten	2	2	104	119	70	78	61	68	52	35
Total	[a]59	59	2,699	2,558	2,259	2,152	2,094	1,993	45.7	38.2
COLORED.										
Eighth	1	1	39	37	34	32	32	31	39	34
Seventh	1	1	44	63	39	54	37	50	44	39
Sixth	1	1	87	69	78	58	73	56	87	78
Fifth	2	2	100	103	90	87	82	81	50	45
Fourth	3	3	143	137	120	115	110	107	47.6	40
Third	3	3	143	154	122	130	115	124	47.6	40.6
Second	3	3	168	165	143	139	135	132	56	47.6
First	6	5	237	252	183	186	164	169	39.5	30.5
Total	[a]26	25	961	980	809	801	748	750	36.9	31.1
Grand total	[a]85	84	3,660	3,538	3,068	2,953	2,842	2,743	43	36

[a] Including ungraded schools.

TABLE IV.—SUPPLEMENT.—*Showing number of ungraded schools.*

Grade.	White.		Colored.	
	1902.	1901.	1902.	1901.
Eighth, seventh, and sixth	2	2	1	1
Seventh, sixth, and fifth	1	.....	1	1
Sixth and fifth	.....	1	.....	.....
Sixth, fifth, and fourth	.....	1	1	1
Fifth and fourth	1	.....	.....	.....
Fourth and third	1	.....	1	1
Third and second	2	2	1	.....
Third, second, and first	1	.....	.....	1
Second and first	1	1	1	1
Total	9	8	6	6

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
WHITE.						
September	97.8	3	42	53	11.5	
October	95.2	6	261	217	36	25
November	94	4	259	209	19	42
December	92.6	12	271	210	25	20.5
January	90	46	335	262	74.5	5.5
February	91.7	17	280	234	46	41.5
March	92.2	6	225	143	29	24.5
April	91.6	8	186	148	24	14
May	92.9	5	256	220	21	27.5
June	94.4	2	132	93	5	57
						21
Total	.....	109	2,247	1,789	291	278.5
COLORED.						
September	98.1	.....	9	11	.....	
October	95.5	.....	75	77	11.5	4
November	94.1	1	92	79	4	10.5
December	91.5	3	77	88	6	4.5
January	88.5	19	94	108	1	19
February	91	7	77	79	8	13.5
March	91.9	0	74	64	30	13
April	91	6	73	61	22	22
May	91.4	4	72	66	12.5	15.5
June	93.8	0	23	16	8	3.5
						3
Total	.....	40	666	649	103	108.5
Grand total	.....	149	2,913	2,438	394	387

TABLE VI.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, and nongraduates.*

White:	
Washington Normal School	45
Other normal schools	5
Colleges	3
Kindergartens	4
Nongraduates	4
Total	61
Colored:	
Washington Normal School (ninth, tenth, and eleventh divisions)	20
Other normal schools	2
Colleges	2
Nongraduates	2
Total	26
Grand total	87

NINTH DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	No. of teachers.
Briggs	1	1	1	....	1	1	2	3	2	12	8	[a] 14
Garrison	1	1	1	1	1	1	2	2	....	10	8	10
Magruder	....	....	1	1	2	2	2	2	1	11	8	[a] 12
Miner	....	....	....	....	....	3	3	3	....	[b] 9	[c] 10	[d] 3
Phillips	....	....	1	1	1	1	2	3	1	10	8	[a] 11
Stevens	1	1	2	4	3	4	4	6	....	25	[e] 20	[f] 26
Sumner	1	2	2	2	2	....	....	....	....	9	[g] 10	[f] 10
Wormley	....	1	1	1	1	1	1	2	....	8	8	8
Whole number of schools:												
1902	4	6	9	10	11	13	16	21	4	94	80	94
1901	4	6	9	10	11	13	15	21	4	93	82	93

[a] Including assistant kindergarten teachers.
[b] Practice schools under supervision of three normal teachers.
[c] One room used by normal school.
[d] Normal training teachers.
[e] Two rooms used for cooking and manual training.
[f] Including assistant to principal.
[g] Two rooms used for teachers' library and supervisor's office.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Briggs	Furnace	Excellent	Excellent	Excellent	Excellent	Small	Owned.
Garrison	do	do	do	do	do	Ample	Do.
Magruder	do	do	do	Good	do	do	Do.
Miner	do	Good	Good	Fair	None	Small	Rented.
Phillips	do	Excellent	Excellent	Good	Excellent	Ample	Owned.
Stevens	Steam	do	do	do	do	Small	Do.
Sumner	do	do	do	Excellent	Fair	Ample	Do.
Wormley	Furnace	do	do	Fair	Excellent	do	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade.	Number above second grade.	
	1902.	1901.		1902.	1901.
Briggs	6	6	1, 2, 3	1	1
Garrison	4	4	1, 2	.....	.....
Magruder	6	4	1, 2, 3	2	.....
Phillips	5	4	1, 2	.....	.....
Stevens	14	14	1, 2, 3	4	4
Total	35	32	.....	7	5

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
Eighth	4	4	166	162	148	146	142	140	41.5	37
Seventh	6	6	248	221	217	193	207	186	41.3	36.1
Sixth	9	9	350	373	305	317	294	306	38.8	33.8
Fifth	10	10	414	441	356	377	340	359	41.4	35.6
Fourth	11	11	517	501	447	421	424	402	47	40.6
Third	13	13	553	558	475	471	436	438	42.5	36.5
Second	16	15	667	640	577	546	542	515	41.6	36
First	21	21	1,088	1,044	787	788	735	731	51.9	37.4
Total	90	89	4,003	3,939	3,312	3,259	3,120	3,077	43.9	36.8
Kindergarten	4	4	203	218	124	143	110	125	50.7	31
Grand total	94	93	4,206	4,157	3,436	3,402	3,230	3,202	44.4	36.5

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
September	98.5	.....	25	58	8	21.5
October	96.1	2	198	215	52	12
November	95.8	4	228	192	41	34
December	93.5	3	210	237	11.5	10
January	92.2	9	312	314	61	48.5
February	93.8	1	255	291	37	69.5
March	94	2	200	186	39	78
April	93.8	.....	190	161	34.5	53
May	95.2	2	186	155	15	112
June	96.9	1	54	45	5.5	18.5
Total	94.9	24	1,858	1,854	304.5	45.7

TABLE VI.—*Showing number of graduates from the Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	67
Other normal schools	2
Colleges	1
Kindergartens	8
Nongraduates	16
Total	94

TENTH DIVISION.

TABLE I.—*Showing buildings and distribution of schools, by buildings.*

Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Cook	1	1	....	1	1	2	3	4	....	13	[a]11	[b]14
Garnet	1	1	2	2	2	2	3	2	....	15	12	[b]16
Patterson	....	1	1	1	1	1	2	3	1	11	8	[c]12
Slater	....	1	1	1	2	2	2	3	....	12	8	12
Banneker	1	1	1	1	2	1	2	3	....	12	8	12
Jones	1	....	1	2	2	4	2	2	....	14	8	14
Douglass	....	....	....	....	....	....	2	2	1	5	[d]8	[c]6
Logan	1	1	1	1	1	2	1	2	....	10	8	10
Whole number of schools:												
1902	5	6	7	9	11	14	17	21	2	92	71	96
1901	5	6	7	9	11	14	16	26	2	96	71	99

[a] One room used by supervisor, one by cooking school, and one by carpenter shop.
[b] Includes assistant to principal.
[c] Includes assistant kindergarten teacher.
[d] Four rooms used by manual training school, No. 2.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Cook	Stoves and furnace.	Excellent	Good	Excellent	None	None	Owned.
Garnet	Steam	do	do	do	Excellent	Poor	Do.
Patterson	Furnace	do	Excellent	Fair	do	do	Do.
Slater	do	do	do	do	do	do	Do.
Banneker	do	do	do	Excellent	Damp	do	Do.
Jones	do	do	do	Fair	Excellent	do	Do.
Douglass	do	do	do	do	do	do	Do.
Logan	Stoves and furnace.	do	do	do	do	do	Do.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1902.	1901.		1902.	1901.
Cook	10	10	4, 3, 2, 1	3	3
Garnet	6	6	3, 2, 1	2	2
Patterson	6	6	3, 2, 1	1	2
Slater	8	10	4, 3, 2, 1	3	4
Banneker	8	8	4, 3, 2, 1	3	3
Jones	12	10	5, 4, 3, 2, 1	8	5
Douglass	4	4	2, 1	.....	.....
Logan	4	9	3, 2, 1	1	4
Total	58	63	5, 4, 3, 2, 1	21	23

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
Eighth	5	5	189	187	161	156	151	149	37.8	32.2
Seventh	6	6	213	228	188	198	181	190	35.5	31.3
Sixth	7	7	276	259	242	227	233	215	39.4	34.5
Fifth	9	9	377	404	341	335	321	323	41.8	37.8
Fourth	11	11	488	491	405	422	388	401	44.3	36.8
Third	14	14	592	596	506	517	478	487	42.2	36.1
Second	17	16	783	723	690	600	641	566	46	40.5
First	21	26	1,177	1,289	897	949	831	882	56	42.7
Total	90	94	4,095	4,177	3,430	3,404	3,224	3,213	45.5	38.1
Kindegrarten	2	2	129	114	77	71	70	64	64.5	38.5
Grand total	92	96	4,224	4,291	3,507	3,475	3,294	3,277	45.9	38.1

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
September	98.1	1	29	68	13	28½
October	96.1	.....	229	221	106	114
November	95.4	7	358	220	9½	56½
December	93.5	8	241	314	18½	11
January	91.5	12	293	337	88	89½
February	93.5	3	214	266	69	34½
March	93.8	1	152	241	43	48
April	93.4	1	168	186	39½	13½
May	94.9	6	205	208	40	42½
June	96.4	2	80	101	20½	23½
Total	94.6	41	1,969	2,162	447	461½

TABLE VI.—*Showing graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	73
Other normal schools	8
Colleges	3
Kindergartens	4
Nongraduates	8
Total	96

ELEVENTH DIVISION.

TABLE I.—*Showing location of buildings and distribution of schools by buildings.*

School and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Lincoln, Second and C streets SE	1	1	1	1	2	2	1	2	....	11	[a]12	[b]12
Randall, First and I streets SW	1	1	1	1	....	2	4	6	....	16	[c]12	[b]17
Bell, First, between B and C streets SW	1	1	1	1	1	2	2	3	....	12	8	12
Giddings, G, between Third and Fourth streets SE	....	1	1	1	1	1	2	3	1	11	8	[d]12
Anthony Bowen, E and Ninth streets SW	....	....	1	2	2	1	1	3	1	11	8	[d]12
Ambush, L, between Sixth and Seventh sts. SW	....	....	1	1	3	2	2	2	....	11	8	11
Lovejoy, Twelfth and D streets NE	½	½	1	1	1	1	2	3	....	10	8	10
Payne, Fifteenth and C streets SE	....	....	....	1	1	1	2	2	1	8	8	[d]9
Whole number of schools:												
1902	3½	4½	7	9	11	12	16	24	3	90	72	95
1901	3	5	6	9	11	12	15	23	3	87	70	91

[a] One room used for cooking, one room for cutting, and one room for manual training.
[b] One assistant to the principal.
[c] One room used for cooking and one for manual training.
[d] Includes assistant kindergarten teachers.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Lincoln	Steam	Fair	Fair	Excellent	Fair	Small	Owned.
Randall	Furnace	Excellent	do	do	None	None	Do.
Bell	do	do	Excellent	Fair	Fair	Small	Do.
Giddings	do	do	do	do	Excellent	Excellent	Do.
Bowen	do	do	Good	Excellent	do	do	Do.
Ambush	do	do	Excellent	Good	do	Small	Do.
Lovejoy	do	do	do	Excellent	do	do	Do.
Payne	do	do	do	do	do	Fair	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade.	
	1902.	1901.		1902.	1901.
Lincoln	2	6	1, 2	.....	3
Randall	12	12	1, 2, 3	2	2
Bell	8	6	1, 2, 3, 4	3	1
Giddings	6	6	1, 2, 3	1	1
Bowen	6	6	1, 2, 3, 4	2	2
Ambush	6	6	1, 2, 3	2	2
Lovejoy	4	5	1, 2, 3, 4	.....	2
Payne	.....	5	1, 2, 3	.....	1
Total	44	52	.....	10	14

TABLE IV.—*Showing distribution of pupils by grade, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1901.	
	1902.	1901.	1902.	1901.	1902.	1901.	1902.	1901.	Based on whole enrollment.	Based on average enrollment.
Eighth	3½	3	152	120	135	108	129	104	43.4	
Seventh	4½	5	185	197	168	175	161	166	41.1	38.5
Sixth	7	6	272	254	224	219	217	210	38.8	37.3
Fifth	9	9	349	384	301	329	291	311	38.7	32.8
Fourth	11	11	449	434	390	366	367	328	40.8	33.4
Third	12	12	536	522	454	452	428	427	44.6	35.4
Second	16	15	686	607	602	517	567	476	44.2	37.8
First	24	23	1,148	1,044	895	798	830	742	46.8	40.7
										36.5
Total	87	84	3,777	3,562	3,169	2,964	2,990	2,764	43.4	36.7
Kindergarten	3	3	139	170	82	96	73	83	46.3	27.3
Grand total	90	87	3,916	3,732	3,251	3,060	3,063	2,847	43.5	36.4

TABLE V.—*Showing percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1902.	1901.	1902.	1901.
September	98.2	0	15	67	0.5	20
October	96.4	2	138	204	31.5	75
November	95.1	7	207	208	20.5	33.5
December	93	8	254	255	7.5	17
January	91.4	29	339	232	16.5	80.5
February	93.1	11	256	190	60	53
March	93.5	4	159	155	17	55
April	93.1	1	179	128	19.5	30.5
May	94.9	3	157	134	26.5	14.5
June	96.4	0	63	67	3	14.5
Total	94.5	67	1,767	1,640	202.5	393.5

TABLE IV.—*Showing number of graduates from Washington Normal School, other normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School	78
Other normal schools	1
Colleges	3
Kindergartens	6
Nongraduates	7
Total	95

REPORT OF DIRECTOR OF DRAWING.

SIR: In the conduct of this department the first event of importance in the year ending June 30, 1902, was its first competitive examination for the position of special teacher. This resulted in the appointment of Miss Ethel Foster in the first eight divisions and Mr. Nathaniel P. Guy in the ninth, tenth, and eleventh divisions. Miss Foster was well known as a successful teacher in our schools through the first five grades, was a graduate of our high and normal schools, and had completed special courses in the normal art department of the Teachers' College, Columbia University, New York. Her preparation and experience enabled her easily to take the first place on the list, and she has fully justified in her first year's work the appointment she received. Mr. Guy, who was a graduate of the Washington high and normal schools, has also been a valuable acquisition to the corps of drawing teachers.

The suggestion made in last year's report in regard to Saturday morning lessons to teachers was carried out, beginning the first week of October. The grades selected as being the most likely to be benefited for the current year were from the fourth to eighth, inclusive, of the first eight divisions, the immediate charge of which was in the hands of five special teachers capable of giving such instruction as was required in these grades. Nine Saturday mornings were given by each of the teachers to this course of instruction. The subjects taught were those required by the course of study in the grades called and practical demonstration was given of methods applicable to the subject and adopted through conferences with the director. Thus every teacher in these grades and divisions was reached and opportunities for instruction in each subject given. The assistant director in charge of the remaining three divisions has given the instruction as usual in grade meetings called at intervals throughout the year.

The director has in the series of Saturday morning lessons given considerable latitude in regard to details of method with a view to the bringing out of the individual ideas of the special teachers. They are teachers having knowledge and experience and require the impetus given by the opportunity to express themselves and by the responsibility involved. The director believes that so far as such latitude has been given this year, at least, limited as it is by a well-defined course of study in the hands of every teacher, it will contribute to the kind of unity desirable in any large body of teachers having in view results

demanded from all. The inevitable comparison of methods and results must tend to the survival of the most efficient. To give such unity to a course as will conduce to the feeling among teachers that each belongs to an organization whose members are working together in spirit for the same ends, each having equal access to the best knowledge that can be obtained and to all the helps that contribute to the success of the ends sought, yet to keep intact the individuality of the various members, to the end that they may contribute to the whole the best of which they are capable, is the problem of supervision in American schools, as it is the problem of all free government, the Scylla and Charybdis of which are tyranny and anarchy. In the little sphere under consideration the extremes to be avoided are too much insistence on the letter, which kills, or too loose a rein to the spirit of ignorance and waywardness, which regards only its own preferences and conveniences. The first leads to that narrowness in the course which has in many places killed in the hearts of the children all their natural delight in the subject and so narrowed the aims of the work as to confine its value to a limited number of pupils and its training to a limited set of faculties. The last has been the rebound from this, its extreme resulting in desultory exercises in so great a variety that there is loss of power in essentials. We have in our schools sought for the golden mean, and such will continue to be our aim in the conduct of the work.

The Prang manuals supplied to the teachers by the Board of Education proved valuable text-books and were highly appreciated by them.

The text-books from the Riverside Art Series supplied to the seventh and eighth grades were very satisfactory. They are very complete in their outlines and suggestions, and teachers were quick to perceive their value for supplementary reading and composition. Much use was made of them in this way. Several teachers of the eighth grade selected the subject of Raphael, his life, his works, and the times in which he lived, for the class exercises in composition sent to the superintendent's office at the close of the year. The variety of topics and the intelligence with which they were handled by the pupils, together with the general arrangement and illustrations, made the collection very attractive. Very little time is given to this phase of our work, but every moment is prolific of results because of the interest of the children in the subject and because the facts and suggestions given will lead to a better understanding of much met with in their general reading and in other studies. The text-book selected for the eighth grade for the next year is Greek Sculpture from the same series. The selections given from "these masters of all that was grand, simple, and tenderly human," which are also the accepted standard of human beauty, illustrate the myths that made up the Greek religion and the national athletic games and lead to the study of the architecture

they adorned, some knowledge of which is essential to the appreciation of important buildings which we can not walk the streets of Washington or of any other city without seeing. Raphael illustrating the culminating period of the renaissance and Millet an important period in the development of modern art are the text-books chosen for the seventh and sixth grades, respectively.

The course of study has been subject to very few changes during the year and will so continue throughout the coming year. A continuation of the element of color study in advanced grades is desirable, but with the present limitations of time and material it does not seem possible. It is a matter for congratulation that those who reach the high school have the opportunity of cultivating that essential element in the works of nature and of art in all its phases. Form and color are twin sisters and should not be separated in a course of instruction.

NORMAL AND HIGH SCHOOLS.

In the normal schools no changes have been made except that in accordance with the general plan no academic course was given to the graduating class of the second year. Their drawing lessons given in the practice schools were carefully guided and supervised by the special teacher in charge, aided by the cooperation of all the teachers responsible for the practice school teaching. The graduates should be as perfectly qualified in this as in other studies to teach what is required of them in any grade to which they are assigned and to appreciate the various uses of blackboard illustration in connection with their other studies. There is nothing more delightful to a child or better calculated to produce a permanent impression upon the mind than an illustrative picture upon the blackboard in connection with some subject being taught or the quick sketches that illustrate points in a lesson. It is to the cultivation of this power that a large part of the instruction in the normal school is directed. It is a professional weapon of great value.

The manual training schools, with their newly appointed drawing teachers, have increased the facilities for obtaining the instruction so essential in industrial art. The results of this department, as illustrated by the exhibit at the close of the year, hampered as the course must have been by insufficient space accommodation, indicates what may be expected in the future when the schools are established in their own buildings.

A call is made each year for representative work from the graded schools, but accommodations for storing and access to it are so insufficient that it fulfills but a few of the uses for which it was originally designed. Teachers and supervisors who desire to compare the work in different parts of the city and study as a whole the development of

one grade from another, the members of the Board of Education who would be able thereby with little expenditure of time to judge of the scope and conduct of the drawing and manual training in the grades, and the public interested in the subject are alike deprived of this convenience. Added to this, Washington is a center for visitors from all parts of the world who desire to gather in a brief space of time knowledge of our schools, and not by any means the least infrequent questions relate to the conduct of the drawing and manual-training departments. In this work so much can be shown in an objective form that those upon whom devolve the duty of responding to these reasonable requests feel keenly the loss of our former exhibition room. I feel that I am justified in making an earnest plea for its reestablishment.

At the close of the present year we find ourselves deprived of the services of one of our special teachers, who has left us to take upon herself new duties and responsibilities. Miss Sipe's work was confined to the primary grades, for which she was especially qualified, and we shall miss there her cheerful spirit and careful teaching. Miss Frances Hungerford, who stood second on the list in the spring examination, has been appointed to fill the vacancy and will enter upon her duties the coming year.

Very respectfully,

S. E. W. FULLER,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

ARMSTRONG MANUAL TRAINING SCHOOL

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

SIR: The year just closed has seen the fulfillment of plans for the development of our secondary manual training, cherished for many years. The work of those years was planned honestly to meet the plain needs of the time, so far as those could be seen, and with faith that thereby was made the best preparations for the future, not only of the work itself, but for those for whom it was established. To claim that a justification of that faith has already been demonstrated beyond question would doubtless be presumptuous, but perhaps it is not too soon to say that there are no adverse indications, while there are many favorable ones.

It was a year of surprises from the beginning, the chief one being the very great increase in the enrollment in both white and colored schools. Failure to occupy the new buildings was a surprise of another kind and was the cause of great inconvenience to those immediately in charge of the work. To the great credit of teachers and pupils, it should be said that the cheerful acceptance of adverse conditions and the disposition to make the best of everything were most general.

Some indication of the work these schools have initiated, a suggestion of the problem they have undertaken to solve, may be gained by perusal of the reports of the several heads of departments, although there has been no general or clearly defined intention of undertaking a comprehensive exposition of our distinctive aims. Time must elapse, successive years of experience must intervene, before this can be done satisfactorily. It is a question of development, and the possibilities of precise direction or of exact degree must be demonstrated in the school at work; they can not be formulated in advance. Following carefully considered plans, however, a beginning has been made, with no disposition to leave the beaten path unless, or until, the probability of a better one is clearly presented. This beginning has been most auspicious, and surrounded, as we happily are, by sympathetic advisers and helpers both in and over the schools the future is full of promise. The thing most worthy of remark, perhaps, is the way in which the teachers, whether transferred from the high schools or coming to us from outside, have become imbued with the distinctive spirit of the schools, and each in his particular line has made the general aim his own. The general plan is to conduct the two schools along parallel lines. This, however, can not be done in a purely arbitrary manner. They are parallel in that they bear precisely similar

relations to the needs each is trying to meet. These needs are the outcome of existing conditions. To recognize these conditions and needs and to endeavor squarely to meet them is the single purpose in view now. More or less than this will not lead to any present success worth the money and effort being expended, nor to any development in scope and purpose sufficient to include the great work which is waiting to be done.

The tables give detailed information pertaining to the enrollment.

McKINLEY SCHOOL.

Course.	Year.	Boys.	Girls.	Total.
College	First	52	13	65
	Second	35	3	38
	Third	40	9	49
	Fourth	17	.....	17
Special 4-year	First	31	.....	31
	Second	15	3	18
Special 2-year	First	37	7	44
Grand total	.....	227	35	262

NOTE.—One third-year boy has passed the examination for admission to the Massachusetts Institute of Technology and 1 to Armour Institute.

One of the fourth-year class, now graduated, has passed the examination for admission to the Worcester Polytechnic Institute and 1 to the Leland Stanford University.

Two have been accepted on certificate at Lehigh and 5 at Cornell, 1 of the former having won a scholarship.

Fifteen girls of the college section are preparing for the normal school.

ARMSTRONG SCHOOL.

Course.	Year.	Boys.	Girls.	Total.
Special 4-year	First	9	28	37
	Second	5	3	8
	Third	8	5	13
Special 2-year	First	33	54	87
Business	First	18	20	38
	Second	25	34	59
Grand total	.....	98	144	242

NOTE.—Of the above total 17 boys and 36 girls are preparing for the normal school.

The three manual-training courses may be said to be one in kind but different in degree. The special four-year course differs from the college course in that no language other than English is studied, the time saved being available for work in science, drawing, or manual training. In the special two-year course the time for manual training is doubled by reducing that given to academic subjects. It is believed to be better to make definite provision for meeting the usual demands than to permit a wide range of special work. However, it has been found necessary to provide for individuals outside these three courses, and very much good has been done in that way. A regard for the broadest usefulness of these schools prescribes such a policy.

The boys of both schools evidenced great interest in the cadet organizations, and the "M. T. C." companies were among the strongest, showing up remarkably well on the occasion of the annual competitive drill. The Armstrong company won in the midwinter inspection of the colored cadets.

In inviting attention to the accompanying departmental reports, it may be said that they pertain in some details more especially to the McKinley School, but in general to both schools. As the number of manual-training students coming from the M Street High School to the Armstrong School was very small, there is as yet but little development in the work for upper classes of that school. In some courses, notably in that in domestic art and in those including boiler and engine management, the conditions in the latter school were exceptionally favorable for strong, practical work, and very excellent results were secured.

ENGLISH AND HISTORY.

During the past year consistency in all the courses of English and history has not been sought. The year has been experimental. The senior class, with three years of training in the academic high schools and for more than 70 per cent of its numbers with the scientific colleges in view, has required most conservative treatment. In a less degree the same conditions were true of the third and second year pupils. The direction and method of work were predetermined. Only in the entering class was it possible to put into execution a course entirely new and guided by the purposes and coordinated with the other branches of the manual-training curriculum.

In the fourth year for the study of literature the line followed was laid down by those college requirements for 1902 not previously given in the high-school system, largely a matter of essay and novel study. For the practice of oral and written English two sources of topics were used—the literature texts on hand and personal experiences—the exercises being devoted to the application of the principles of exposition and argumentation. That the student should discover English to be vital and interesting, he was encouraged to compose themes expounding what he actually knew or thought of the life about him, without and in school, and not merely to show his ability in writing.

In the third and second years the laws of narration and description were reviewed and the cardinal facts of exposition and argumentation developed. Literature texts were selected to illustrate and enforce these principles. To a great extent the work in the physical, chemical, and biological laboratories and the processes used in the various shops, kitchens, and sewing rooms were considered material for treatment.

In the first year a logical and correlated scheme was the aim. Based

upon the history, civil government, and literature study of the seventh and eighth grades, all topics for the year were found in America, American history, American literature, American biography, and American literary development being concentrated. Description and narration were taught as found in literature, in history, and as used in the pupils' own lives.

While the direct objects in the teaching of English as defined by the committee of ten are, first, to enable the pupil to understand the expressed thoughts of others and to give expression to thoughts of his own, and, second, to cultivate a taste for reading, to give the pupil some acquaintance with good literature, and to furnish him with the means of extending that acquaintance, it has been kept in mind that the true business of education, "the development and right discipline of the mind," is the building of character along with the acquiring of skill. To that end, while stimulating the expression of all individual interests, the endeavor has been to make the English a correlation of all the activities of the school. These large aims have not prevented a definite and exact treatment of the paragraph, the sentence, the word, of the necessary English forms.

Although the wise regulation of the Board of Education proposed history for four consecutive years in the manual-training schools, courses could be introduced at once only in the first and second classes—American history in the first and English history in the second. The needs of the two-year special pupils seemed to warrant a change from the usual order, the history of Greece and Rome, with their oriental connections, being delayed for later treatment.

"Since grappling with history is grappling with life, the main aim in teaching history is to develop those powers in the pupil which will best serve him in life." History offers the best and first opportunity for a growth of discriminative judgment. It is therefore a most adequate complement to manual training. To prepare students for college, for the normal school, or for intelligent citizenship in a manual-training school, when the classic tradition is necessarily set aside, a greater stress on English and history is essential. It is therefore hoped that the resolutions of the committee of ten in the matter of time and consecutiveness will be rigorously followed.

It is to be understood that the plans and purposes in English and history here suggested apply both to the McKinley and Armstrong schools. The promotion of a uniform system throughout the courses has been much aided by the willingness of all teachers. In the Armstrong some advisable concessions have been made for the business course. It must be added, however, that in the matter of complete and sequential history the better course has been possible in the Armstrong.

MATHEMATICS.

First year (*algebra and arithmetic*).—Pupils come to the manual training school with a technical knowledge of algebra as far as fractions. They are encouraged in the belief that their work in this subject is a continuous development of their previous work in mathematics. Easy and natural transition is made from ordinary arithmetic to algebra. No rigid limits are placed upon the number of pages each class is required to cover. Pupils taking the two-year course especially are taught algebra as an aid to practical arithmetic. When arithmetic is taught special attention is given to those exercises based upon every-day business experience. Too much can not be said in favor of closely relating the course in mathematics to the work of the shops and the laboratories. Yet whatever the exercise, logical development of mathematical principles, facility in numerical computation, accuracy in expression, and neatness of arrangement are constantly required. Accuracy of results and confidence in them are obtained by mental verification.

Second year (*geometry*).—Pupils are made thoroughly familiar with the definitions in the beginning. Exercises in geometrical drawing—e. g., to draw complementary angles, to bisect an angle, to draw an isosceles triangle, and numerical exercises—are used as a means of familiarizing the pupils with the definitions. Much emphasis is laid upon geometrical forms and geometrical language. Original geometrical work is introduced systematically. Too much is not expected of the pupils in the beginning of this subject, and they are aided in remembering the data of a proposition by graphical methods, such as representing equal lines by marking them by equal cross marks. Mere memorizing is discouraged. Figures are made as accurate and as general as possible. Sustained logical recitations are insisted upon. Independent methods for the solution of original exercises are encouraged. Here, as throughout the course in mathematics, the aim of teaching is not only the acquisition of practical knowledge, but that training of the pupil's mind which gives a distinct gain of mental power.

Third year (*solid geometry and trigonometry*).—The method of teaching solid geometry is simply a continuation of the method of presenting plane geometry, broadened and fitted to geometry of three dimensions. The work the pupils have had in mechanical drawing is of much benefit to them throughout their third year and the second half of the fourth in mathematics. It is hoped that the actual making of truncated prisms, frustrums of pyramids, parallelopipeds, and spherical segments, and their use in recitations give a clearer conception of the theorems relating to them than the ordinary method of abstract presentation.

The work in trigonometry is made the basis for actual surveying. Great care is used in securing conclusive checks and tests of accuracy in results obtained in order to enable the pupils to detect errors arising in original work. A working knowledge of the instruments used in surveying is given. Pupils are encouraged to become interested in the surveys made in the city and country. Toward the close of the school year pupils made surveys under the direction of the instructor.

Fourth year (*college algebra and analytical geometry*).—The first half of the fourth year is devoted to advanced algebra. The work of the first year is much extended, preparing the student for admission to the courses in mechanical and electrical engineering and architecture and for advanced standing in the university he may wish to attend.

Analytical geometry is studied during the second half of the fourth year. Clear and concise demonstrations are sought. The student is made familiar with the underlying principles, thereby broadening his general conception of mathematics and preparing him for future work involving a knowledge of this subject.

PHYSICS.

The points in which the work of the year has varied from that of the ordinary high school were: The teaching of physics to first year pupils; the coordination of the work with that of other departments, such as the cooking school and the shops; trips of inspection to various plants of interest; actual construction of apparatus in the shops, and practical work in applied electricity with commercial apparatus.

The course for first-year pupils was relieved of a great part of the mathematics often present, and in consequence the pupils were enabled to get a knowledge of more principles. The aim was to give the pupils a general knowledge of the subject, rather than a detailed conception of one or two parts of it.

In order to emphasize more thoroughly one of the practical applications of heat, the director of cooking was consulted and her suggestions adopted in numerous instances. Illustrations from the shops were brought in frequently to assist the pupils in connecting their text-book knowledge with the practical side of the matter under discussion.

To arouse interest, and also for purposes of information, several trips were arranged. Among the places visited were a liquid air plant and the power stations of the local traction companies.

One valuable feature of the course in advanced work was the design and actual construction of machines and apparatus, among which may be mentioned a quarter horsepower alternating current motor and a receiving set for wireless telegraphy.

In the work in applied electricity the boys were given a course of

experiments in the laboratory with commercial dynamos and measuring instruments and were taught to make various practical tests. These experiments were carefully written up in reports and discussed in class. The text-book work consisted of a study of the dynamo from its design to its test, with numerous problems illustrating the method of determining efficiencies of machines, of calculating the energy required by lamp systems—in short, problems which might arise in outside electrical work.

The aim has been to make the work practical and so to guide the pupil in school that when he steps out he will find that his is useful knowledge, immediately available, and in the case of a graduate from the course in applied electricity that he is capable of handling machinery in a power station.

CHEMISTRY.

The work of this department as begun the past year aims to accomplish three things—

First. To lead the students, chiefly through carefully graded experiments, to an elementary knowledge of such representative materials and chemical principles as lie at the basis of everyday life and the industrial arts. From the very beginning the student is led to the study of materials, for it is in so doing that theories, which find general needful application, are made of practical benefit. The student must see at the very outset the use of what he is studying if his interest, which alone determines his success, is to be aroused and maintained. Those professions which deal more particularly with the objective world must find great help in chemistry when applied to the manufacture, properties, uses, and economic value of the materials which must be handled. To view materials with some knowledge of chemistry is surely to increase the efficiency of the artisan. Since it is our strict policy to be of the highest service to the individual student, this course takes a different turn for girls, who naturally follow domestic science. Foods, textiles, dyeing, cleansing, and bleaching receive especial emphasis of a most practical nature.

Second. Chemistry in a secondary school should seek to educate, for long after the student may have forgotten the property of a substance or a chemical law the training of mind acquired in the formative period of life will be his most valuable possession. The study of chemistry exacts the keenest use of all his senses. Every effort is made to ground the student in such habits of thought, action, and observation as will enable him to confirm truth stated in the book or class room. Right methods the student must possess, for without them a knowledge of chemistry or of any other science is slow to come and quick to leave.

Third. The ability of the student to recite or to write with scientific accuracy an account of his experiment is to possess a training too often not received, yet highly essential to his life's greatest success. Much importance, therefore, is attached to the student's notebook, which must be a pen picture of his laboratory work and not a correlation of statements taken from the teacher or book. Frequent quizzes and personal criticisms of notebooks bring encouraging results along these lines, which have the valuable reflex result of fixing and enhancing the student's knowledge of chemistry.

GERMAN.

The first-year classes completed the twentieth lesson of Spanhoofd's Lehrbuch, the plan of instruction being a modification of the "natural method," so that the pupils are responsible for accuracy as well as fluency in the use of the German which they have acquired.

The second-year pupils finished the Lehrbuch after reviewing the first year's work, the method of study being identical with that of the first year. They also read and translated "Höher als die Kirche," using the text for German conversation and composition.

The fourth-year class translated selections from White's Prose Compositions and studied Minna von Barnhelm and William Tell, using Jagemann's Syntax for reference throughout the year. The plays served as material for conversation and oral and written composition. In order that the fourth-year pupils might acquire something of a technical vocabulary, selections from Gore's Science Primer were read.

FREE-HAND DRAWING.

While it is intended to have the course in free-hand drawing and design as broad and comprehensive as is possible in a secondary school, the past year has been given up almost wholly to the study of some of the most important principles of design. This work was especially fitted to the needs of the students and could be given with small equipment. More specifically, the course consisted of a careful study of plant forms, originative and creative studies based on these plant forms, and the application of these studies to design. Line, dark and light, and general proportion in designs were seriously considered at length, and finally color was taken up by the second, third, and fourth year classes.

The first-year boys from this point on devoted the time to structural design for wood and iron, the designs being made free-hand and then washed in with Japanese ink or sepia, while the girls of the class destined finally for the normal school took up basket weaving, the results of which justify the use of this work to develop originality and for the application of design. Color was studied only in its application to design.

Matching color schemes and finally the application of the schemes to an original pattern was the simple plan carried out with the second-year class.

The third-year class, besides the color work, also took up a systematic study of historic ornament in the original color, variations of the original designs being required. This work was preceded by the work in principles of design.

The fourth-year class, after the preliminary work in the principles of design and in color was finished, applied the color schemes to an original design for an interior, the final problem of a simple course in free-hand perspective. Throughout all the value of the pupil's individuality and originality was emphasized, the aim of the instruction being to keep the work reasonable, interesting, strong, and free, as opposed to the weak and pretty.

A beginning only has been made in this department. During the past year the work has been done mainly in one room, which greatly crowded the classes and limited the scope of the work.

MECHANICAL DRAWING.

The results of the previous year's work in this department were so satisfactory that effort was made to follow closely the courses and methods then on trial. Our boys come from the grades with a considerable knowledge of working drawings, and the emphasis, after teaching a simple alphabet and the elementary uses of the instruments, is first to classify that knowledge and then to broaden it as much as time will permit. To that end the use of ink is reduced to a minimum, the time being devoted to many varied sheets quite short or simple, executed carefully in pencil. Thus if the boy does not return for further instruction he leaves with a proper balance between his knowledge of the subject and his ability to execute. At the same time, in view of the close relation between the drawing and the shop work, this plan gives a good preparation for further instruction and is of great value to the school; perhaps as much as any which could be devised.

The second year's work is not so rich in applications, but is not so theoretical as to obscure the practical side of the subject. The necessity of retaining the interest of the student is kept clearly in mind.

The work of the third year is planned with the idea that enough clear applications have been given, enough facility acquired, to warrant the taking up of the most general problems of descriptive geometry. In their mathematics the pupils have by this time reached a point where the two subjects are mutually helpful. It is properly assumed also that the greater number of the third-year students will return for the fourth year; hence the more important applications of the entire course are deferred until that year, the time of the third

year being devoted to work calculated to develop the maximum of power.

The results shown in this department were in each case quite up to the standard set by those of the year previous, when, to borrow an athletic phrase, all records were broken.

An investigation of the value of this work, as realized immediately by numbers of our graduates, would prove exceedingly satisfying to those interested.

DOMESTIC SCIENCE.

As this was the first year of this work in the school, practically the same course was given to all classes for the first three quarters. The first few lessons were recitations on such subjects as fire, water, etc. Under the subject "fire" the pupils obtained such information as they could in regard to the legends of how it was first obtained and the evolution of the match and stove. Under the subject "water," its sources, purity, and uses were considered. Following the recitations each pupil performed experiments devised to demonstrate what is necessary for perfect combustion, and to give simple tests, such as for the purity of water, and for alum in baking powders. After the experimental work lessons were given in practical cookery. Most of this was individual, each pupil working from written directions. Care was taken that all understood the reasons for each step before beginning the mixing of ingredients. Occasionally the lesson period was devoted to theory, taking up such subjects as yeast and flour. At these lessons each pupil was expected to present a written paper, the subjects having been assigned at least a week previous. As a rule a few minutes of each lesson were devoted to theory and to the discussion of the composition and nutritive value of different food stuffs. During the last quarter a few lessons were given in invalid cookery. In this quarter also the girls of the third-year class were given lessons in emergency work. These consisted in the making and taking care of a bed for the sick, changing a bed without removing a patient, taking the pulse, temperature, and respiration, and simple bandaging.

A number of boys from the third-year class received instruction in "camp cookery." The results point to the desirability of giving every boy in the school six to twelve lessons in "camp cookery" some time during the course.

DOMESTIC ART.

The first quarter was spent in a general review of all work done by the girls in the course in the graded schools. This included the making by hand of models, or the application on a small scale of all the instruction gained through regular lectures. These lectures began with the study of cotton, flax, silk, and wool in their natural states

and of the processes of manufacture through which they pass. Tools—needles, pins, scissors, emery—were also considered, being traced through their various stages from the crude state to that of the finished article. These lectures formed the basis of a series of compositions which were criticised by the English teachers for their structure and by the special teacher for the facts stated. The students were next taught how to manipulate a sewing machine, first learning the motion, then the use of all attachments.

The work of the second quarter was the making of an underskirt. This provided an application of the stitches taught during the previous quarter.

The third quarter's work was the cutting and fitting of a corset waist, work requiring greater skill and more patience on the part of the students. They were taught at this time to trim daintily with insertions and laces.

The fourth quarter's work for the first-year students was the cutting, fitting, and making of a shirt waist.

The second and third year girls cut, fitted, and made for themselves unlined dresses of lawn, dimity, percale, or pique, and made it a point to wear these dresses upon the occasion of the class-night exercises.

SHOPWORK.

The courses of exercises in the various shops were mainly the same as for the past two or three years. Through them the student is led to satisfactory results by carefully planned and logical steps. Constant revising during the past ten years has produced in each shop a set of exercises involving the principles desired in a correct and interesting form. While it appears difficult to better this system, a change is promptly made whenever it becomes evident that an improvement can be effected.

The first-year class being the largest, the wood shop was very much overworked. However, the results in lathe work were excellent. Pattern making could not, and can not in the future, receive the attention its importance demands until it becomes possible for one instructor to devote the whole of his time to it.

The boys of the class in forging hammered iron and steel more energetically than ever before. After completion of the regular course of exercises the boys rendered some very good original designs in wrought iron. In this work was noticed the effect of training in free-hand drawing, although the instructors in that department had been in touch with the boys only a few months. At no other place in the course is there afforded such an opportunity to work out the artistic ideas obtained in the drawing room as that offered by wrought iron in the forge shop. If artist and smith walk hand in hand, as they should, the result will be a grade of work second to none.

Molding during the fourth quarter awakened a lively interest, although conducted in cramped space and with nothing more exciting than lead for "pouring." The course was necessarily short on account of unavoidable lack of variety in the patterns.

The product of the machine shop was, in part, a large number of small tools, such as twist drills, taps, reamers, mandrels, calipers, gear wheels, and milling machine cutters, besides numerous special tools. The machines built from the castings were a sensitive drill, a pair of gasoline engines and propeller for a launch, and a one-fourth horsepower motor. An automobile carrying two gasoline engines was nearly completed. It is interesting to note that the third-year class was so energetic as to nearly cover the course planned for two years of machine work.

Owing to the great increase in the number of students the shops were worked to their full capacity, and it was even necessary to run the machinery six hours a week outside of regular school time. Students from the other courses heretofore taking manual training two hours a week as a minor subject could not be accommodated at all.

BUSINESS COURSE.

It is believed that the housing of this course with the Armstrong School will lead to good results. In spirit the business and manual training courses have much in common, and they can be of mutual advantage to each other. The first step toward a realization of this advantage has been taken by opening the work in mechanical drawing to the business pupils, a course of special interest and value to them having been devised. Other efforts in the same direction will be made as opportunity permits. Strength has been given to the course as a whole by bringing the various subjects into closer touch with each other. The successful methods of the business high school have been studied and adapted where it was felt improvement would result.

GRAMMAR SCHOOL SHOPS.

The time of the director was so absorbed by the new buildings and equipments and by the new organizations that the work of the graded schools was necessarily left to run largely by its acquired momentum. That it did so smoothly and successfully speaks well for the instructors and should aid in securing for them the more material recognition which they surely merit.

There was very little pertaining to the work of the bench shops which differed from that of recent years. There is, for the most part, a constant strengthening in the grasp the men have upon the work, in consequence of which the results are more uniform, more certain, and otherwise better.

The year has been a very hard one in this department. There has not been time enough to do everything with as much care as in many cases was deserved, but the best possible was given. Hard work became a pleasure and discouragements fled before the constant evidence of interest and appreciation on the part of the board and the never-failing inspiration to be found in the office of the superintendent.

Yours, respectfully,

J. A. CHAMBERLAIN.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF COOKING.

SIR: I beg to submit the following report of the cooking department for the year ending June 30, 1902:

The work of this year was practically the same as that of the preceding year, an outline of which I gave in my report for last year; hence it is necessary to speak only of the special features of the work of each grade. In the seventh grade these were, in addition to the general kitchen work and cooking, a study of the production and commercial values of the food materials. In the eighth-grade work special emphasis was laid on the composition of the food material and the principles underlying the cooking of the material, on both of which the nutritive values of the food so largely depend. The physiology of digestion and writing menus were two other features of the eighth-grade work.

Under the head "production and commercial values of the food materials" the first thing ascertained was the nature of the material—that is, whether it was a natural or manufactured article of animal, vegetable, or mineral origin. The country where it was produced and how it was brought to our markets were then ascertained. If it was a manufactured article, the material and processes required to produce it were studied. If of animal origin, from what animal it was obtained and how it was prepared for market were subjects for consideration. If of vegetable origin, where and how the plant grew, the common name of the family to which it belonged, the parts of the plant used for food, and the time of the year when it was in season were learned. Whenever it was possible to obtain specimens of the material in the various stages of its production they were used for the lesson, in addition to which facts concerning it were related, read, or referred to. Such topics as were treated in this way would be very suitable ones for compositions and would strengthen this side of our work if they could be so used, but the time allotted for the lesson in cooking is not the time for it. From the retail price of the material the cost of the amount used for the lesson was obtained. The reduction of pints and pounds to cupfuls and spoonfuls and the estimate of the cost of the amount used for the lesson was done by the pupils, who frequently found it difficult to do this work mentally or when fractions were involved. Such work as this will enable the pupils to estimate the cost of single meals, and from this the cost of the food for a family. The cost of the fuel used to prepare the food and the value

of the labor expended in its preparation have never been considered, but of these two factors in the cost of living account will be taken by the pupils in the second year of the domestic-science work in the manual training schools. The recipe work of both grades has improved. This is especially true of the work in the colored schools. The pupils are able to spell more accurately and to write with greater ease, yet all teachers have difficulty at times to secure good work along this line. The reason for this is that pupils feel it is not a part of the regular work, as it does not appear on the reports. I have often heard pupils say: "Oh, I can understand it. I know what is meant. That is good enough. I can do better, but this does not count on the report." As reports showing the character of the work done in each study are now given regularly to the pupils, may not the character of the work done at the cooking school be shown also on these reports? I feel very certain that many of the pupils will do more careful work if the mark given them is placed beside that given in the other studies. Reports have been sent to the teachers from whom the pupils are received that they may know the character of the work of the class, and many of the teachers have put this mark on the reports; but I wish to have it put on all reports, so I suggest that some term which will cover all forms of industrial work be printed in one of the spaces on the new cards. This will place it on an equal footing with the other subjects taught and show to all that it is a part of the regular instruction.

MANUAL TRAINING SCHOOLS.

Much of my effort during the past year was spent in organizing and planning the work of the domestic science department of the new manual training schools. In this department it is our intention to study many of the problems connected with the management of the home and to find out how far the sciences can contribute to their solution; hence it is necessary for these pupils to study physics, chemistry, botany, bacteriology, physiology, and hygiene; to gain a knowledge of drawing, of the harmony of color, of the beauty of form, and of the adaptability of material; and to learn to keep accounts in a simple but correct form. From this work we hope the girls will make standards to be used in their own homes, which will lead to simpler living and to a settlement of the service question.

Owing to the limited space available, to the many delays caused by nonarrival of the furniture, and the many inconveniences, the work was not started as we had planned it.

The same course of instruction was given to all girls for the first three quarters. In the grade work all directions are given verbally. Two or three girls obey them and make the experiment or prepare the food for the class. As the work in the manual training school is

to be more like laboratory work in its character, hectographed copies of the recipes and directions for making the experiments were given to each pupil, but we soon found they could not use them intelligently, therefore several lessons were spent in training them to use these directions, to plan their work, and to work alone. As each one was directed to make one-third or one-fourth of the quantity given in the directions, the first thing they were to determine was the amount of each material to be used and to get this material ready, after which the utensils required, then the order and method of putting the material together and cooking it were determined. During the fourth quarter the dishes prepared were for the sick and convalescent. In addition to this, such lessons as making and changing the bed for the sick, taking the temperature, counting the pulse and respiration, simple bandaging, and the treatment required for such emergencies as fainting spells, cuts, burns, and fractures were given to the third-year pupils.

The regular first-year work will be a study of the constituents of the food materials and the principles governing the application of heat and cold to these constituents. As such knowledge is of greatest value when feeding the sick, the practical application of the work will be made in the preparation of food for the invalid. The second year's work will be the actual planning, purchasing, cooking, and serving the meals, with a few lessons in simple laundry work. The work for the third year will deal with the building and furnishing of the home and the care of those who live in the home, especially of the sick ones. The work of the fourth year will be a study of some of the sanitary problems connected with the home and the food supply.

One room has been assigned to this department in each of the new buildings, while the work of the department will require the use of at least three in each school, therefore it is earnestly desired that an appropriation for additional room may soon be obtained. I do not see how we can possibly make this department wield the influence which it should unless we do have more room for it.

A few boys asked to have some lessons in cooking given to them, so a course of twelve lessons was planned and given. Although the cooking was done on the gas and coal stoves, the idea of the camp-fire and how to use it was kept before the class, as the course was planned for camp life. The boys enjoyed the work, and were much surprised to find how easily they could do it and how much a knowledge of physics and chemistry would help them understand the reasons for doing certain things.

NEW SCHOOLS.

Two new school kitchens are needed—one in the western part of the city to relieve the Stevens and one in the northeastern part to relieve the kitchen at Eighth and I streets. This should be located in the

eastern part of this section, and thus lessen the distance which some of the pupils have to walk.

The following tables show the location of the kitchens and the schools from which pupils are received. Some of the pupils have long distances to walk, especially some of the colored pupils, and during the winter the attendance at these schools is very irregular. The location of a kitchen in the new school at Eckington next year will give the needed relief at 609 O street and lessen the distance between the Eckington schools and the kitchens to which these pupils will go. Owing to lack of room it is impossible to lessen this distance at any other point except at Congress Heights. Pupils from Langdon and Chevy Chase are sent to the city kitchens, but they go on the cars. For this reason the work for them is optional, but with few exceptions they elect to take it.

The kitchen at the John F. Cook was used for the domestic science work of the Armstrong Manual Training School. This made it necessary to send some of the pupils from the Patterson, Garrison, and Garnet out to the Bruce. By April the number of pupils having diminished enough to allow us to combine classes, a rearrangement of the classes from the Armstrong School was made, whereby one day was secured for grade work, thus making it possible to accommodate those classes which had been sent out to the Bruce.

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount used for provisions.
Miss K. D. Jones	Dennison School	Dennison, Adams, Phelps, Harrison, and Chevy Chase schools.	5 seventh and 9 eighth grade.	168	$68.80
Miss E. W. Cross	Thomson School	Thomson, Franklin, and Webster schools.	6 seventh and 6 eighth and 1 second year eighth grade.	202	69.43
Do	Brookland	Brookland			
Miss M. J. Merillat	Berret School	Berret and Force schools.	3 seventh and 5 eighth grade.	96	42.55
Do	Ninth and K street School.	Tyler and Buchanan schools.	3 seventh and 2 eighth grade.	79	26.42
Miss L. Johnson	Johnson Annex	Johnson, Hubbard, and Monroe schools.	4 seventh and 4 eighth grade.	101	36.50
Do	Van Buren Annex	Van Buren, Congress Heights, and Good Hope schools.	3 seventh and 2 eighth grade.	68	28.65
Mrs. M. A. Burns	609 O street NW	Henry, Polk, Twining, Abbot, Morse, and Eckington schools.	9 eighth and 6 seventh grade.	223	59.33
Miss F. B. Espey	646 Massachusetts avenue NE.	Hilton, Carbery, Maury, and Peabody schools.	7 seventh and 6 eighth grade.	188	63.80
Miss A. M. McDaniel	Seaton School	Seaton, Twining, Abbot, Blake, Arthur, Gales, and Langdon schools.	9 seventh and 6 eighth grade.	224	57.21
Miss F. Jenkins	Wallach School	Lenox, Towers, Wallach, Brent, and Dent schools.	8 seventh and 6 eighth grade.	191	67.93
Miss M. E. Davis	Jefferson School	Jefferson, Greenleaf, Bradley, and Smallwood schools.	8 seventh and 7 eighth grade.	229	63.05

Name of teacher.	Where teaching.	Pupils received from—	Number and kind of classes.	Number of pupils.	Amount used for provisions.
Miss J. P. Wilkinson	High Street School	Curtis, Fillmore, Jackson, Corcoran, and Addison schools.	7 seventh and 7 eighth grade.	198	$58.65
Do	Tenley	Tenley			
Miss E. A. Browne	730 Twenty-fourth street NW.	Grant, Weightman, and Toner schools.	6 seventh and 7 eighth grade.	168	63.99
Do	Brightwood	Brightwood and Takoma.			
Do	Benning	Benning			
Miss E. W. Saxton	Eighth and I streets NE.	Taylor, Blair, Hayes, Madison, Pierce, Webb, and Hamilton schools.	7 seventh and 6 eighth and 2 second year eighth grade.	237	61.63
Miss H. A. Johnson	Lincoln School	Lincoln, Logan, Giddings, Lovejoy, and Bell schools.	8 seventh and 4 eighth grade.	185	59.81
Miss L. Parker	Stevens School	Stevens, Sumner, Wormley, and Briggs schools.	4 eighth and 10 seventh[a] and 1 second year eighth grade.	208	78.41
Miss E. J. Freeman	917 P street NW	Cook, Garrison, Banneker, Garnet, Slater, and Jones schools.	9 seventh and 6 eighth grade.[b]	201	66.41
Miss A. M. Wilder	Randall School	Randall and Bell schools.	5 seventh and 6 eighth grade.	141	49.39
Do	Bruce School	Patterson, Garrison, and Garnet.			
Miss J. T. Freeman	County schools	Bruce, Wilson, and Mott, at Bruce; Birney and Garfield, at Hillsdale, and Benning, at Benning Road.	5 seventh and 7 eighth grade.[c]	152	58.42
Miss M. White	McKinley Manual Training School.	.....	.....	.....	54.07
Mrs. J. Shaw	Armstrong Manual Training School.	.....	.....	.....	[d]91.03

[a] One seventh grade class was taught by Miss Johnson.
[b] From September to April Miss Wilder taught one of these classes. From April to June she taught three of them.
[c] From April to June Miss Wilder taught three of these classes and Miss Freeman took three of Miss Wilder's classes at the John F. Cook.
[d] This amount includes the bill for the three classes taught by Miss J. T. Freeman from April 1 to June 15, 1902.

NIGHT SCHOOLS.

Six cooking schools were opened, three for the white and three for the colored schools. As in previous years, the classes were well filled. Those who attended were principally the young housekeepers. In the colored schools many of those who were not keeping house for themselves were helping to keep house for others and wanted to make themselves more efficient that they might secure better places. The majority of these people are over twenty-five years of age, but they are the very people who appreciate and are helped by these lessons. Many of them have never had an opportunity to learn anything about feeding people or cooking the food. They do not come because it is the fashion to attend cooking schools, but because of a genuine desire to know what food contains, how to prepare it, and how it nourishes

the body, therefore I hope these people will not be deprived of the privilege of these schools.

Name of teacher.	Location of school.	Amount of bills.
Miss E. S. Jacobs	609 O street NW	$26.30
Miss A. M. McDaniel	Seaton School	22.26
Mrs. M. A. Burns	Jefferson School	8.96
Miss L. Parker	Stevens School	15.38
Mrs. J. A. Shaw	John F. Cook School	20.26
Miss A. Pinyon	Randall School	17.98

Total amount of butterine bills for all schools		$48.45
Amount expended for groceries and provisions for the day schools	$1,225.48	
Amount expended for groceries and provisions for the night schools	111.14	
Total amount expended for groceries and provisions		1,336.62
Grand total		1,385.07

Very respectfully,

EMMA SUTER JACOBS,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF SEWING.

SIR: The following report of the work of the sewing schools for the year 1901–2 is respectfully submitted:

Several changes occurred in the corps of teachers during the school year, as follows: Miss Hannah Draney was promoted from the work in the graded schools to the McKinley Manual Training School; Mrs. Laura B. Smith resigned, and the untimely death of Effie C. Perry during the Easter vacation created a third vacancy in the schools of the first eight divisions. Mrs. E. M. Thomas was also promoted from the graded schools to the position of teacher of sewing and dressmaking in the Armstrong Manual Training School. The vacancies thus created were filled by the appointment of S. C. Bartholow, October 1; R. E. Wilson, November 13; S. A. Williamson (temporary), April 11, and G. B. Campbell, October 1.

A competitive examination for appointment as sewing teachers was held on September 25, 1901, 40 applicants participating. Four eligibles were selected from the whole number examined.

The corps of sewing teachers numbered 30, including the director and assistant director.

The number of pupils enrolled in the sewing classes was 10,438, divided as follows: Plain sewing, 5,690 white and 2,430 colored; cutting and fitting classes, 1,592 white and 578 colored; McKinley Manual Training School, 36; Armstrong Manual Training School, 112.

The usual teachers' meetings were held monthly, when the work of the past month was discussed and examined and new work outlined for the next month. The work of the year has been along the lines of that of previous years, and no deviations in plan or detail worthy of note were made. A special effort, however, was made this year to secure the best results in the branches of patching and darning, and I am gratified to be able to say that the work of the pupils in these two lines has been characterized by a general improvement, evidencing special care and effort on the part of the teachers to qualify the children in these branches, which are, perhaps, the most useful in the home.

EXTENSION OF THE WORK.

Our work was extended during the year by the establishment of two new cutting and fitting schools, one for white and the other for colored pupils. The former is located in the Van Buren Annex, at Anacostia, and accommodates pupils from the Van Buren, the Van Buren Annex,

Congress Heights, and Good Hope schools, and the latter at Hillsdale, and receives pupils from the Birney and Garfield schools.

It is proposed for the coming year to establish a sewing room at the Emery School, on Lincoln avenue, for the convenience of all sixth-grade Eckington pupils, who have previously been compelled to attend the school at 607 O street NW. It may also be advisable to have such a room at Brightwood for the benefit of Takoma, Brightwood, and Petworth pupils.

Instruction in sewing was introduced in the manual-training high schools at the beginning of the school year just closed. The high-school course in sewing is designed to supplement the instruction given in the graded schools and to apply the elementary knowledge acquired by pupils in the grades to the practical work of garment and dress making.

As the work of the sewing schools is discontinued after the sixth grade, it was deemed expedient to employ the first quarter of the year in the manual-training school in a general review of previous work. It may be found advisable hereafter to avoid this gap of two years between the sixth grade and the high school by extending the instruction in sewing to the seventh and eighth grade schools, as is the case in other cities. This would not only greatly facilitate the work of the manual-training schools, but be of material benefit to those pupils who are deprived of the high-school course, but are permitted to continue through the eighth grade. These pupils under the present arrangement are forced to discontinue the sewing lessons at an age when two years' additional instruction could not but prove of great advantage.

The second quarter of the school year was devoted to machine instruction and the cutting and making of undergarments. Shirt-waist making was a special feature of the third quarter, and during the fourth quarter unlined dresses were made of percale, lawn, and dimity, showing both taste and skill on the part of the pupils. Instructive talks were given frequently by the teachers on the various textiles, implements, and materials used, and compositions were written by the pupils relative to their work.

Preparations have been completed for the establishment at the beginning of the new school year for classes in millinery, and this will doubtless become a very important branch of our work, as it constitutes a distinct advance in the development of our field of instruction and is designed to equip the older girls for useful service in the home or self-support. This extension of work will require three additions to the force in the graded schools, as the teachers of sewing and millinery for the manual-training schools were selected from the experienced instructors in the graded schools. One additional teacher will also be required as the result of several new school buildings to be occupied the next school year.

The teaching of sewing in the schools passed the experimental stage several years ago and is now a feature of public-school instruction in all of the large cities. From information and personal observation I am gratified to be able to say that the District of Columbia is in no wise behind the large cities in methods or results in this important branch of school work, and by reason of the recent and the proposed extensions of our work may be fairly said to be well in advance of many other places.

Our work has always received the hearty support and commendation of such of the parents as interest themselves in the schools, and this is a source of great encouragement to both teachers and pupils. Public opinion here is in evident accord with the view so aptly expressed by a writer on the subject, as follows:

> A thorough knowledge of practical needlework is invaluable to a girl. Its influence will be felt during her whole life. Often it is a means of support. I have never found anyone who regretted possession of the knowledge, but many who felt the need of it.

In closing my report I wish to express my appreciation of the support given me during the year.

I append the usual statistical statement.

Very respectfully,

MARGARET W. CATE, *Director.*

Mr. A. T. STUART,
Superintendent of Schools.

PLAIN SEWING—FIRST EIGHT DIVISIONS.

Teachers.	Where teaching.	Number of pupils.	Number of classes.
M. C. Henry	Force, Thomson, Berret, Dennison, Harrison, Phelps, Polk, Seaton.	495	24
C. L. Stanton	Fillmore, Jackson, Addison, Curtis, Corcoran, Reservoir, Threlkeld, Tenley.	550	24
K. Graham	Jefferson, Amidon, Greenleaf, S. J. Bowen, Smallwood, Bradley, Potomac.	652	24
G. Cassin	Weightman, Grant, Toner, Wallach, Towers, Johnson, Hubbard.	607	25
M. E. Littell	Webster, Buchanan, Congress Heights, Van Buren, Van Buren Annex, Tyler.	536	24
S. C. Bartholow	Benning, Blair, Hayes, Carbery, Dent, Brent, McCormick, Jefferson, Hubbard, Monroe.	564	24
R. E. Wilson	Lenox, Maury, Madison, Taylor, Taylor Annex, Good Hope.	398	21
C. Dodson	Eckington, Abbot, Twining, Woodburn, Pierce, Webb, Hamilton.	506	24
S. E. Williamson (temporary).	Blake, Gales, Langdon, Franklin, Brightwood, Takoma, Morse.	615	22
E. M. Colhoun [a]	Adams, Henry, Cranch, Chevy Chase	357	14
S. A. Dalton [a]	Blair	52	2
S. M. Davidson [a]	Peabody, Hilton, Carbery	269	12
S. M. Wells [a]	Conduit Road	15	1
C. White [a]	Brookland	74	3
Total		5,690	244

[a] Teachers of cutting and fitting.

Average number of pupils per class, 23.31.

CUTTING AND FITTING CLASSES—FIRST EIGHT DIVISIONS.

Teachers.	Location.	Pupils received from—	Number of pupils.	Number of classes.
I. Solomons	607 O Street NW	Henry, Polk, Twining, Abbot, Seaton, Webster, Eckington.	254	15
S. A. Dalton	Eighth and I streets NE.	Hayes, Blair, Madison, Taylor, Webb, Hamilton.	248	14
E. R. Thornton	Seventh and G streets SE.	Wallach, Towers, Brent, Dent, Lenox, Buchanan, Cranch, Tyler.	252	14
A. L. Norris	494 Maryland avenue SW.	Jefferson, Amidon, Greenleaf, Smallwood, Bradley.	254	15
Do	Johnson Annex	Johnson, Hubbard, Monroe		
S. M. Davidson	Peabody	Peabody, Carbery, Hilton, Maury.	129	8
A. M. Wells	High street	Fillmore, Jackson, Curtis, Addison, Corcoran.	178	13
C. White	Dennison	Force, Adams, Franklin, Thomson, Berret, Dennison, Harrison, Phelps.	211	13
Do	Brookland	Brookland		
E. M. Colhoun	Van Buren Annex	Van Buren, Van Buren Annex, Congress Heights, Good Hope.	66	6
A. M. Wells	730 Twenty-fourth street.	Weightman, Grant, Toner	(a)	(a)
Total			1,592	98

a See figures above.

Average number of pupils per class, 16.24.

PLAIN SEWING—NINTH, TENTH, AND ELEVENTH DIVISIONS.

Teachers.	Where teaching.	Number of pupils.	Number of classes.
M. G. Lewis[a]	Miner	36	2
S. A. Goines[a]	Garrison, Bruce	114	4
A. E. Thomas[a]	Sumner (also assistant at Armstrong Manual Training School).	83	4
M. E. Griffin[a]	Lincoln	83	4
A. Alexander	Garnet, Patterson, A. Bowen, Ambush, Grant Road, Wilson.	449	23
L. A. Hamer	Magruder, Wormley, Little Falls Road, Lincoln, Payne, Logan, Lovejoy.	353	21
J. E. Anderson	Slater, Jones, Benning Road, Burrville, Cook	400	21
J. R. Freeman	Bell, Phillips, Banneker, Mott, Military Road, Giddings, Stevens.	516	24
G. B. Campbell	Ambush, Randall, Birney, Briggs, Garfield, Ivy City, Stevens.	396	22
Total		2,430	125

a Teachers of cutting and fitting.

Average number of pupils per class, 19.44.

CUTTING AND FITTING CLASSES—NINTH, TENTH, AND ELEVENTH DIVISIONS.

Teachers.	Location.	Pupils received from—	Number of pupils.	Number of classes.
M. G. Lewis	Miner	Wormley, Phillips, Stevens, Briggs, Sumner, Magruder.	169	14
S. A. Goines	917 P street NW	Garrison, Garnet, Jones, Patterson, Slater, Banneker.	185	15
Do	Bruce	Wilson, Bruce		
A. E. Thomas	Bruce	Bruce, Military Road, Mott	58	5
Do	Hillsdale	Birney, Garfield		
M. E. Griffin	Lincoln	Lincoln, Logan, Lovejoy, Giddings, Bell, Randall, Ambush, A. Bowen.	166	13
Total			578	47

Average number of pupils per class, 12.29.

MANUAL TRAINING SCHOOLS.

Teachers.	Schools.	Number of pupils.
Hannah Draney	McKinley Manual Training School	36
Mrs. E. M. Thomas	Armstrong Manual Training School	112
Total		148

REPORT OF DIRECTOR OF PHYSICAL TRAINING.

SIR: I have the honor to transmit the annual report for the year ending June 30, 1902.

RECORD OF TEACHERS.

For many years we have kept a yearly as well as a monthly record of each teacher's work, based upon the report handed in weekly by the assistant special teachers. This custom was primarily instituted so that the director would be able to keep in touch with the great body of teachers and give special attention to those needing help. At the end of each year the supervising principal received a report showing the average work for the year of each of his teachers. This annual record I have kept on cards, so that as the years go by I am able to see whether or not a teacher is gaining in power, and if not seek to discover the cause and try to remedy it.

Upon the request of the Board of Education that each teacher be given a ranking to be designated by the terms "excellent," "good," "fair," "poor," the marking became a matter of grave responsibility, since it would have its influence in the matter of promotions.

Our standard of excellence has always been high. "Excellent" has meant the best work that could possibly be obtained from the class. As a standard for marking we have held each term strictly to its meaning as understood in ordinary conversation, so that to say certain class work is "good" means that even a gymnastic expert could go in the room and see what is truly good work.

Of the 926 classes regularly visited the report showed 133 excellent, 269 very good, 382 good, 104 fairly good, 21 fair, and 17 poor, which means that 784 have done satisfactory and good work, being 84 per cent, a most gratifying record for a group of teachers doing what is distinctly a special line of work. These results have been obtained only by hard work on the part of the regular teachers and the special teachers, all of whom deserve warmer praise than can be bestowed in a formal report. This report refers to and includes the colored as well as the white schools. The work in the colored schools does great credit to all the teachers who have done their best for the upbuilding of the colored youth.

ACCURACY AND PRECISION.

The value of a gymnastic movement depends so much upon its manner of execution that the ideal is high in regard to accuracy of positions and precision in the execution of most of the exercises. This is necessary in order to effect certain organs and muscles designed to be reached in planning the lesson. A purpose lies at the base of each exercise, which may be thwarted if carelessness enters into the work. Besides this, the power to execute the command of the will in making unusual as well as familiar body movements makes the training one of educational value, since the same power is demanded in most of the walks of life. In all the arts and mechanics it is the same mental and physical quality called "accuracy," the result of skill, which secures the highest prizes in most lines of endeavor.

PLAYGROUND APPARATUS.

It is unnecessary to speak of the importance of playground space in connection with each school building, since this has been discussed in previous reports and urged by the Board of Education.

Much can and should be done to improve the grounds which we already have. The typical school yard as it is to-day offers little that is attractive to the eye or inspiring in the way of play. Since we can not increase the space, we can, at least, by judicious management, make the best use of space which we already have. Many of the larger yards could have trees planted in convenient places, which would not only be a pleasure to look at, but offer shade to the children in their play.

The school yard should be distinctly a place furnishing opportunity for play. It is the social center of the school. Here is where the children have the opportunity to get acquainted and join sides in competitive games. To encourage the children to play during recess should be as much the duty of the teacher as it is the duty of the mother to encourage her little one to eat proper food. Once in a while we find a child who does not care for play. Such a one may need the attention of a physician, and here is where the knowledge of a medical inspector of schools would be of value.

The furnishing of the yard with something with which to play, something to do, is a problem to be worked out. Much which comes under the head of gymnastic apparatus is not safe for children playing alone, while other forms of apparatus are useless without the guidance of an expert. There are a few things, however, which could at once be introduced without tremendous expense while waiting for Congress to appropriate money for larger endeavors. I would suggest that for the younger children a seesaw, such as is made expressly for schools, be placed in each yard. These are found in practically all of the New

York schools. They are strongly built to withstand weather and hard usage, and made perfectly safe by means of handles on each end. A sand pile for the little ones could also be made in one corner of the yard by the janitor. These two things occupy little space, adapting them to the smaller yards and making the best use of a small amount of space. We would have the play of recess supplement the body training of the schoolroom, furnishing the recreative element in the great work of physical upbuilding.

NORMAL SCHOOL.

The work in this school in years past has been distinctly for the purpose of making teachers of physical training. As a result the young women who have gone forth as teachers have made surprising records in our primary schools. Our entire efforts were expended on the study of school hygiene, the theory and purpose of body training, and practice in the teaching of gymnastics in the model schools.

Owing to the lack of a suitable room in the Franklin School for conducting a large class in gymnastics, we have heretofore never attempted to have mass exercises on the part of the young women in the normal school. The floor of the large hall is arranged in tiers, making it unsatisfactory for such a purpose. However, we decided that in spite of the difficulties we would attempt such simple exercises as could be performed on the steps back of the desks. This small space limits the number and kind of exercises given. During the latter part of the year the principal of the normal school planned the programme so that ten minutes of each day were given to physical exercise. The young women entered into the work with a delightful spirit and the results were all that could be expected. The daily drill contained an exercise for each part of the body, so that when finished all parts of the body were exercised. In these few months we made the power of chest expansion the chief objective point. Exercises were planned especially for this purpose and daily practiced. In the middle of the year the size of each chest and its expansive power were measured. At the end of the year the measurements were again taken. The result showed that not one had remained stationary, many having gained as much as one inch and more.

I beg to express to you my heartfelt appreciation of all you have done to further the interests of this department and thank you for all personal kindnesses.

Very respectfully,

REBECCA STONEROAD,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

BIRNEY SCHOOL.

REPORT OF DIRECTOR OF MUSIC.

SIR: The school year just closed marks, I believe, a gratifying improvement in the work of the music department, an improvement very largely due to the accession of new material by the adoption of a more modern series of books than the one lately in use. The importance of a wealth of material, both as regards quality and quantity, can not be overestimated, for it is only through a rich musical experience that we may hope to develop in the child that appreciation of music which is the aim of all our music teaching. Hardly one in a hundred of our people has an opportunity, by reason of natural gifts and training, to express himself through music, but it is the birthright of the other ninety-nine to enjoy and to express thorough appreciation. Music in our schools must, therefore, recognize as its mission the elevation of musical appreciation among the masses of our American children, and through them among our American homes. This aim has been the inspiring spirit of our work. In every grade the hearing and singing of a great number of songs, covering a great variety of musical expression, and chosen always because of their musical worth, has been the forerunner of the technical study of music. Children have come through natural experience in song to recognize the symbol records of music as stepping-stones to its interpretation. The training in sight reading has come to be, not the end, but the means to the end, and is recognized as such by the children in every grade.

The learning through mere imitation (rote singing), the recognition of the symbol record of a song already familiar, and finally the interpretation of the symbol record of the new song or exercise (sight reading) constitute three steps which follow in natural sequence, and should always be based upon the child's desire to sing. Every effort has been made to increase this desire to sing. The children have been encouraged to take their books home and by so doing have widened the influence of our musical instruction. To further stimulate the interest large choruses were formed at the end of the school year by bringing together the children of the same grade in a division, that they might be inspired by the effect of their singing in a large chorus. This work was most successful in the high schools, where a beginning of singing in large choruses was inaugurated which it is our plan to make one of the main features of our next year's high school music course. In every grade there has been an effort to widen musical

experience by hearing the best music, but through the nature of conditions this phase of the work had its largest expression in the high schools. It was not difficult to enlist the interest of artists of high musical standing who gave recitals in the different high schools, thus bringing to the students a body of musical experience which the majority would otherwise have missed.

Music in the normal school has meant the training of teachers to carry out musical instruction under the plan outlined above. This has led to the emphasis of the following: (*a*) The development of the voice; (*b*) acquaintance with a vast number of children's songs; (*c*) interpretation of children's songs and methods in teaching. The work in music has been unified by frequent meetings of the teachers of the department.

The cordial cooperation of the assistant director of music, Miss Gibbs, has led to a closer harmony of plan in this work in the white and colored schools.

It is with pleasure that I express my appreciation of the uniform consideration and support I have received from the Board of Education, yourself, the assistant superintendents, and my assistant teachers.

Very respectfully,

ALYS E. BENTLEY,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF DIRECTOR OF KINDERGARTENS.

SIR: As the following report of the kindergarten department is the first regular report which has been submitted to the present board, it seems expedient to give a short résumé of the facts relating to this work during the past four years.

The kindergarten became an incorporated part of the public school system of the District in 1898. The District of Columbia appropriation act for that year made this extension of school privileges possible by providing for kindergarten instruction $12,000. Sixteen kindergartens were opened in compliance with this act—eight for white and eight for colored children. The teachers for these kindergartens were appointed by the superintendent without examination. All, however, were graduates of kindergarten normal schools and had had some experience in teaching. The principals of each kindergarten were given $400 per year ($40 a month) for their services, the same grade of salaries as that given to beginners in the primary school work. Kindergarten assistants gave their services during this first year for $50 per year ($5 per month), a sum which was considered equivalent to that expended by them in car fare.

In June, 1899, an oral examination was held for kindergarten teachers, to which all graduates of kindergarten training schools were admitted. Those who successfully passed this examination were placed on an eligible list and were appointed in order whenever new kindergartens were opened or vacancies occurred.

At the beginning of the school year, September, 1899, 6 new kindergartens were opened for white children and 1 for colored children, making 23 in all. A director of kindergarten work was appointed in October of this year, who took charge of all kindergartens for white children (14) and of those in the county for colored children (2). The remaining kindergartens for colored children were under the care of a colored director, who kindly offered her services as temporary supervisor. The following year, when the Board of Education decided to place all the schools of the District under the supervision of the new superintendent and each line of special work under one director, all kindergartens, white and colored, were placed under the management of the present supervisor.

In 1900 five new kindergartens for white children were opened and two for colored children. At the beginning of this year (1900) the board decided to raise the salaries of assistants to $250 per year ($25

a month), and the following rule, passed by the former trustees, affecting all future applicants for kindergarten positions, was reaffirmed and has been rigidly adhered to:

Ordered, by the committee on teachers and janitors, That no person shall be employed in the public kindergartens of the District of Columbia who has not had, in addition to a general special training in kindergarten methods, a general education equivalent to that afforded by the high schools of said District.

Written examinations, as well as oral, were held for the first time at the close of this year (May, 1901). The number of kindergartens during the past year (1901–2) was 32—21 white and 11 colored—with a corps of 64 teachers—42 white and 22 colored. The average number of children attending kindergartens during the past year was 1,216. One afternoon kindergarten was maintained at the Briggs School, where the district was too crowded to admit all who applied for admission to the morning school. In each kindergarten provision is made for 45 pupils. Children are admitted between the ages of 4 and 6 years, preference being given in crowded districts to those of 5 years of age, that all may have the advantage of at least one year in the kindergarten before entering the first grade. The appropriation for kindergarten work is still so small that, although the demand is steadily growing, requests being made each year for additional kindergartens in many different sections of the city, it is impossible with the present sum to purchase the necessary equipment for more than two or three new kindergartens per year. The proportion of children who begin their school life in the kindergarten is growing steadily year by year, but (quoting from the address of the superintendent of Boston public schools) "this growth depends on the inherent worth of existing kindergartens and upon the recognition of that worth by the people." In its relation to society as a whole a good kindergarten represents social economy; a poor one expensive sentiment.

To effectually arouse and develop true centers of feeling and thought kindergartens must be thoroughly equipped. They must have competent, cultivated women for teachers; must offer the "silent education" presented by harmonious color effects, good pictures, rhythmic tones; they must furnish "idea-giving experiences." Those who were instrumental in making kindergarten instruction a part of the present school system of the District understood these facts thoroughly, and as a result of their knowledge and forethought the public kindergartens in this city are equal if not superior in equipment to any in the other large cities of the United States.

The cost of equipping a new kindergarten—including pictures, furniture, and a good piano—is $425. A careful estimate has been made of the running expenses of a kindergarten the second year—that is, the supply of materials which perish in the using—and the sum is less than that expended by the primary grades. The director has com-

pared this estimate with that furnished by other large cities where public kindergartens are maintained and finds that the sum of $15 per kindergarten, or 33⅓ cents per pupil, is the average yearly expenditure.

PROGRAMME.

In order to unify the work of the kindergarten upon a common educational basis meetings for the teachers have been held weekly during the past three years at the Franklin School. At first these meetings were for the purpose of reviewing the theory of kindergarten and for practice or model lessons, but during the past two years an outline programme has been given each week by the director. This outline is but a skeleton, into which each teacher must put her own insight, knowledge, and personality, that the lessons may become alive for the children. While sufficiently elastic to admit of infinite variety and to take advantage of occasional occurrences and circumstances, the kindergarten plan is a definite one and framed with deep, conscious purpose. To avoid deserving the oft-repeated charge of sentimentality, to place kindergarten work upon the high educational plane where it belongs, and to make it the vitalizing force in the life of the child which it can and ought to be, the leaders in kindergarten thought have planned an outline programme which is at present in use in Boston, Pittsburg, Baltimore, and Brooklyn and which has been successfully used in our kindergartens for the past two years. This programme is for the most part the work of Miss Susan E. Blow, the recognized leader of kindergarten in this country and one who thoroughly understands the relation which this form of training holds to all future education and the far-reaching influence of its principles. It may not be out of place here to give a short synopsis of the programme used during the past year in order that those who do not fully understand the kindergarten system may see somewhat of its extent and purpose.

In every scheme of education the person to be educated must be the central, the guiding, thought. Therefore the child in his threefold relations—to man, to nature, and to God—is the keynote of this programme.

It is vastly important that the child at a period when impressions are most vital and lasting should see life not as so many detached wholes—a little piece here, another unrelated part there—but as one great whole, made up of members interdependent and interrelated.

The kindergarten programme begins with the family, the first institution into which the child enters, and leads out from the known to the unknown. From the human family it is but a step to its natural analogue, the families of a lower order in nature, and the child sees his own life reflected in the nurturing care of the mother bird for her

young. He is led to notice the different kinds of homes in nature. Various nests are brought into the kindergarten and seed homes of many kinds. Songs, stories, games at this time relate to the family and to the child's new experience of separation from and return to his home. No conscious appeal is made to the child which would force these thoughts home by any well-drawn comparison. He is left to draw the conclusion himself, to perceive that families and groups exist in nature and that each created thing has its appointed place of habitation. From the family we lead out into the larger whole, the great institution of labor or civil society, relating this institution to the former, for it is here that we find the "helpers of the family." Under this head are presented the activities of the working world which touch the child's life and which are therefore of interest to him. Farmer, miller, and baker are presented in turn, and the children have the actual experience of making butter and bread and of visiting a bakery. At Thanksgiving they are taken to the market, that they may see the bounty of nature, the fruits of man's industry, how each is working for all and all for each. In each kindergarten room this year a corner was arranged with fruits, grain, and autumn flowers, and thus the simple Thanksgiving hymn was full of richest meaning and a real feeling of gratitude stirred toward God, the giver of all. An opportunity to become a bestower as well as a receiver of gifts is given by the Christmas festival, when each child makes a simple offering of his own work from those in his home.

After the holidays the new year itself is made the point of departure, and inasmuch as the new year is a period when new resolutions are formed we lift up into a conscious place the virtues of punctuality and order, virtues which are distinctly necessary for the preservation of the social order and which arise out of that relationship.

As the mission of the kindergarten is to awaken the elementary ideas and affections and to arouse the impulse to work from within, we do not wish the children to see order as an iron rule, external, compulsory, but as the "kindly law which guides the universal round."

Children are never allowed to be tardy in kindergarten. There is a stated time for each exercise. Materials are always ready for use before the children assemble, and in every detail, however small, they are led to observe the "reign of order."

As light is the great revealer of order in the universe, and as the heavenly bodies mark the divisions of time, we next present the songs of light, the sun, moon, and stars.

No abstract astronomical facts are taught. Questions are answered correctly, so that false ideas may be dispelled and the children started along the paths of accurate thinking. Our object is to stir the wonder, the interest; to stimulate the desire to know; to give seeing eyes.

February, with its birthday of our national hero, gives us the State for our point of departure, and our programme begins with those who render lowly service and leads up to the personal hero, George Washington. It includes the knight or ideal soldier; soldier games and songs; flag songs, and, whenever possible, a visit to the Capitol, that the children may feel the greatness of our country under its wide-spreading dome. They learn to love the flag and to carry it with care; patriotic stories and exercises are given, and thus the germ of truest citizenship is implanted.

The spring months are filled with the glad awakening of life, which is shown by varied illustrations and from many different standpoints. The awakening of the butterfly, the birth of the seeds, the return of the birds and nest building, and the growth and evolution of life everywhere. Through the doorway of this returning life in nature, which finds its highest expression in the festival of Easter, we reach the climax of our programme in the song and old-fashioned picture of the church, taken from Froebel's Mother Play. This picture is supplemented by modern illustrations of churches and cathedrals, furnished by the teachers or brought by the children.

The weeks which follow complete the cycle of the year's programme by returning to the thought of the home in the nest building of the birds, the work of the carpenter or home builder, and finally closes with the making and furnishing of tiny homes by the children.

From this necessarily brief sketch it will be seen that the work of the year is an organic whole and the outline plan logically related to this whole; that the daily programme is not a hit or miss scheme of teaching or amusing children too young for the primary grades, but that it is the result of definite, carefully prepared lessons, intended to develop a comprehensive, educational plan.

MOTHERS' MEETINGS.

As the kindergarten is the bridge between home and school, it must enter into vital relations with the homes of the children to accomplish effectual and lasting good. This has been done during the past year by visits to the homes by both principals and assistants, by encouraging the parents to visit the kindergarten, and, above all, by mothers' meetings. It has been very gratifying to see the increasing interest which the teachers show in holding these meetings, for they realize that the sympathy and earnest cooperation of parents are necessary in order that their work may be supplemented by home training, and thus become a power for good in the community.

These meetings for the mothers are held at the discretion of the principal of the kindergarten once a month in one of our very poor sections and four or five times during the school year in other divi-

sions. An effort is made to help parents to understand what the kindergartener is trying to do for the children under her care; what use is made of the gifts and occupations, pictures, stories, songs, and games.

Occasionally a trained nurse or a physician gives a talk on hygiene, diet, or other important subject. The social element is not omitted at these meetings. The kindergartener does not assume the attitude of lecturer, but is the interested friend of the children, and the mothers recognize and in every instance respond to this interest. A light refreshment is always served, and occasionally a short entertainment of good music, both vocal and instrumental, is given.

In one of the kindergartens in the poorest district of the city, known as "Foggy Bottom," it was impossible to hold these meetings in the afternoon, as the women were all at work and could not attend. Through the kind consent of the chairman of the kindergarten committee two gas fixtures were placed in the kindergarten room, which enabled the teacher to hold her meetings in the evening. In every division where mothers' meetings have been held parents have given abundant testimony to the practical help which the kindergarten has been in the home. In the district to which reference has just been made the teacher states that since the kindergarten garden was planted several of the children have begged seeds and started tiny home gardens. The study of the heavenly bodies seems to facinate the children, and each day something has to be told of the stars, the waxing and waning moon, and the sunsets.

Mothers have said that their children can be kept off the streets at any time now by giving them some paper which they draw upon, fold into shapes, or turn into weaving materials. Like all street children they have games of a local nature, though the kindergarten games are also played in the evenings. An older boy in the school, who has watched these little ones on summer evenings, says "Those kids of yours play real square and fair." This teacher also states that "among these poor parents the greatest interest in kindergarten is shown. Fathers as well as mothers listen to the songs and get the children to play games for them and their friends." Quoting from a few of the reports furnished by the teachers, showing the reaction of the children on the thoughts presented in the weekly programme, we have the following:

> The children have brought to the kindergarten much home work, such as weaving mats cut from various common materials and woven with colored paper or cloth; also sewing designs pricked and sewed at home. (This is true of every kindergarten, without exception.) Kites were made and brought in after playing the kite game. In the spring nearly every child started a garden at home and many children brought seeds for the kindergarten garden.

One teacher states that the thought which seemed to impress her children the most was that of Easter—"the life that was in everything

and that went on living forever." The children talked of this constantly and at first it seemed hard for them to realize that stones did not grow, nor mountains, "because," said one child, "there are big mountains and little mountains, and big stones and little ones, and middle-sized ones." They then experimented by planting some stones in the sand and at the same time planted beans, which of course sprouted. Another teacher relates that "Every thought of the year was reproduced in the home work—in sewing, drawing, painting, and cutting. Stories and songs have been illustrated and brought in. Leaves, stars, moons, flowers, birds, fish, and knights were cut out of all kinds of paper and cloth and brought to the kindergarten." Many incidents are also given in these reports showing the deep impression made upon the children by the story of Christmas, with its ever new message of "good will," and that of George Washington, presenting an ideal of truth and courage.

The foregoing incidents have been related that it may be seen how kindergarten training stimulates the child to self-effort, to a natural self-active interest, and to creative self-expression.

The kindergarten gardens, to which reference has already been made, were sources of deepest interest to the children during the closing weeks of the school year. With but one exception each kindergarten has a small plot of ground planted with early vegetable and flower seeds furnished by the Agricultural Department and tended with the greatest interest and care by the children. Before the schools closed they had the pleasure of eating lettuce, radishes, peas, and beans of their own planting. In two of the kindergartens last year the wheat planted by the children in the spring was used the following autumn to decorate the Thanksgiving corner.

A significant incident of the year's work, showing the growing interest of the primary teachers in the kindergarten, was the request of the assistant superintendent of the colored schools for an address on "The relation of the kindergarten to the primary grades." This address was given by the director first to the primary teachers and later to the students of the normal school. It is earnestly hoped that this interest of the primary teachers may spread and deepen into a real knowledge of the principles upon which the kindergarten is based and for which it stands, that together we may labor for the best interests of the children and lead them safely along the paths of true progress.

Respectfully submitted.

CATHARINE R. WATKINS,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF PRINCIPAL OF NORMAL SCHOOL.

SIR: Growth in the working power of the normal school may be reported on account of the generous addition made to its practice department. This department now consists of 12 schools set aside from the regular graded schools of the city for the training of the normal students. Only the 4 primary grades are used, because the teaching and discipline in these are of greatest value to the young teacher, who in this city begins in one of the lower grades and works into those higher. We have 4 first, 4 second, 2 third, and 2 fourth grades unfortunately occupying rooms at present in two buildings, the Seaton, which houses 2 first and 2 second grades, and the Franklin, some 11 squares distant, in which is located the main body of the normal school. The practice department is of utmost importance, for here the pupil teacher, under supervision, really does the work which is to be hers after graduation. It is to her what the manual-training shop is to the boy and the school kitchen to the girl of the eighth grade. The willingness of the Board of Education to strengthen this part of our school this year shows their realization and yours of the difference between being told how to do a thing and really doing it.

In order that the normal student may actually teach school during her course of study there is assigned but one practice teacher for the supervision of each two rooms. The result of this plan is to place with the student so much responsibility in discipline and instruction as to give her an intense feeling of possession and personal interest in the school in which she is practicing—a stimulus for growth often miraculous.

Two pupils work together in a school, one as principal and the other as her assistant. This assignment is for three weeks, at the end of which time the assistant is promoted to the principalship and the principal transferred to the training department for a period of six weeks. At the end of that time she is assigned as assistant in another school to work her way up to the principalship and thence to the training department once more. Each student by this arrangement teaches at least eighteen weeks and in three schools of different grade.

The children are saved from malpractice, which is to be feared, only through the skill, judgment, and untiring watchfulness of the practice teacher as she supervises the enthusiastic but crude endeavors of the young people working under her direction. She teaches much herself, giving model lessons for the pupil teachers in her schools and

also for the normal classes brought in by the training teachers for observation. She has a time set apart, after school hours, for the discussion of the daily experiences of her student teachers, her observations of their work, and their reports of endeavors and results when not observed by critics. Work for the next day, or days, is then planned. The practice teacher visits, with her students, model schools of the same grade as her own, and she confers with the training teachers as to the best methods of teaching their subjects in her schools.

These positions can be filled only by people of wonderful tact, knowledge of human nature, and breadth of culture. The school is fortunate in the possession of such, and I ask that all the salaries be made more nearly equal to the highest now paid in this department.

THE TRAINING DEPARTMENT.

The pupils as they enter from the high school feel that they have come to the normal school to teach, and to that end are anxious to begin their practice with the children at once. The opportunity to take possession of the practice schools, however, is not given them until the beginning of the last six weeks' period of the first year. The members of the second class, who are soon to graduate, are then brought back to be given by the training teachers a broader outlook upon their profession, and the members of the lower class slip into their vacant teacherships. During the time preceding these last six weeks the first-year folks form an unbroken class under the instruction of the training teachers. By them they are led to review academic subjects, but with a purpose in mind very different from that in other schools. Not only are they to acquire from these studies information, alertness, and mental and moral strength for self, but to think of each subject and each lesson as the means through which a teacher may lead children dependent upon her into the possession of these qualities.

Each instructor in this department fully realizes her responsibility. Each one is teacher of "methods" in her own line of work and has the general supervision of her subject in the practice schools, conferring with practice teachers as to the best plans and methods. She gives model lessons in the schools, to be observed by the pupils in her classes or by those practicing in the schools.

There are, in addition to the principal, three teachers of experience who do the work of the training department. The subjects geography, history, arithmetic, botany, zoology, and language are used as the mediums through which the young people may come into a knowledge of a few of the fundamental principles of learning and teaching. Drawing, music, and physical training are taught upon this same normal basis by the director or assistant director of each subject in the graded schools of the District. The teaching of these subjects by city directors insures a definitness which makes for progress in the

career of the young teacher without waste, and this waste is also guarded against by the endeavor of every normal teacher to keep in such close touch with the outside schools of the city that the young teacher need go through no long process weeding out impracticable ideas before beginning practical work in the public schools of Washington. Many lessons are taught by the pupils while they are in the hands of the training teachers, both during the first year and during the intervals between the terms of practice of the second year. These are planned, directed, observed, and criticised by the training teachers. Lessons of this kind are given in our own practice schools and also in the higher grades. Most of the drawing in schools of the Franklin Building was taught this year by normal students under the supervision of the drawing teacher, and many lessons in geography, history, and physiology were given. Even more extended use of these higher grade schools is prepared for next year, to lay for the normal students stronger foundations and give the inspiration for broader knowledge, but because the management of the older children is too great a burden for the average normal pupil, and the amount of knowledge required for skillful leadership too comprehensive to be acquired in so short a course, it seems wise to work in the higher grades only at intervals and with the cooperation of the regular teachers of the schools, rather than to add such grades to our practice department.

But little work in formal psychology and child study is attempted in this short course. It has been deemed wise to study children as one studies plants, animals, and physical phenomena from the objects themselves, and naturally, each young teacher being an interested student and discoverer during her observation and teaching. She must learn from experience the value of tact, sympathy, originality, and adaptability. Just before graduation, however, these young people are put in touch with the outside world of educational thinkers by a three weeks' course of thinking and reading along the lines of psychology and pedagogy, with the hope that they may be interested students throughout their professional careers.

THE NORMAL SCHOOL BUILDING.

The normal school needs a new building, one adapted to its peculiar needs, in a location readily accessible to normal pupils by street cars and in a locality having children of such numbers as to provide for good sized practice schools. Our present disadvantages need not be enumerated, for I am sure that they are so distinctly in your mind and in the minds of the Board of Education that the school will soon find itself completely housed in a building perfectly fitted for its work.

I wish to express my gratitude for your confidence and support in the work of the school and for many and varied expressions of personal interest and kindness.

I submit a report of number of pupils connected with our school during the year:

Number of pupils in normal school	98
Number of graduates	46
Number of pupils in practice schools:	
Franklin School—	
First grade	65
Second grade	79
Third grade	66
Fourth grade	65
Seaton School—	
First grade	69
Second grade	71
Total	415

Respectfully yours,

ANNE M. GODING,
Principal.

Mr. A. T. STUART,
Superintendent of Schools.

REPORT OF PRINCIPAL OF NORMAL SCHOOL NO. 2.

SIR: I have the honor to submit the following report of the work done in Normal School No. 2 for the year ending June 30, 1902:

Whole number of pupils enrolled during the year	80
Whole number of pupils withdrawn	4
Whole number of seats forfeited	17
Whole number of pupils at close of year	73
Average number on roll during the year	75
Average number in daily attendance	74
Per cent of attendance during the year	97.8
Number of cases of tardiness during the year	0
Number visits of superintendent	1
Number visits of assistant superintendent	13
Number visits of trustees	8
Number visits of supervising principal	10
Average age of pupils	19.2

COURSE OF STUDY.

There are two departments, normal and training, between which there exists an intelligent and sympathetic relation.

The course of study in the training department is identical with that prescribed by the Board of Education for similar grades in the city. That of the normal department is as follows:

FIRST TERM.

Subjects.	Hours per week.
Psychology	2
Physiology	3
Nature study	3
Vocal culture	2
Grammar	4
Arithmetic	4
Penmanship	1
Drawing	2
Music	1½
Physical training	1

SECOND TERM.

Subjects.	Hours per week.
School management and applications of psychology in teaching	2
General methods	1
Primary methods	4
Observation and practice with groups of children	4
Literature for primary schools	4
Composition	2
History of education	3
Penmanship	½
Drawing	2
Music	1
Physical training	1

TRAINING DEPARTMENT.

Training schools bear a most vital relation to normal schools. The dependence is mutual; one can rise no higher than the other. The day has passed when they are valued for their laboratory aid only. Their purpose is dual: First, to furnish best possible instruction to their pupils; second, to give ample opportunity for professional training to normal students through observation and practice. The schools, therefore, do not exist wholly for the sake of normal students or teachers. There are pupils to be considered individually. The unity and solidarity of the school as a whole can not be neglected. The harmonizing of these conflicting interests is the most difficult task in our administration.

The problem how best to secure effective centralization and unity of training-school interests without detriment to normal-school practice has ever been before us, and it affords me pleasure to say that every member of the faculty has honestly and unselfishly devoted her time and talents in assisting in its solution. The plan adopted places the interests of normal and training departments on an equal footing and gives to each the right to supervise its own work. A principal has charge of each grade, three schools, whose duty is to direct instruction and management of her grade, to teach through the normal senior student. The principals in turn are under the direction of a head critic teacher, who is responsible to the principal of the normal school. The instructors in the normal department are supervisors of their respective subjects in the training department; their duties are largely advisory. The principal of the normal school assigns student teachers, defines their duties and makes regulations for the training department, hears and determines all cases of dispute, and sees that there is no infringement on the rights or interests of another. This plan may not be the ideal, but it insures harmony and the cooperation of the entire corps.

The best thought of the normal department should be reflected in the training department. The efficiency of theories must be tested by their realization in practice. Subjects taught are not regarded as ends but as means toward the development of the highest character in the lives of the pupils. Our aim is to make these schools models, where superior teaching and managing will always be found. It is this phase which makes it imperative that the most scrupulous care be observed in selecting the teachers and no hesitation in changing when the best interests of the school demand it. Normal schools, if they would avoid the dangers of the blind leading the blind, must have teachers beyond their own power to produce.

The mechanics of teaching can be taught, the technique acquired through practice, but the spirit must be gotten through inspiration.

The normal teacher must have that degree of culture which inspires respect for knowledge and creates a love of truth for truth's sake; ability to impart his knowledge in a way that shall broaden his pupils' horizon, extend their interest, strengthen their characters, and inspire them to right living. Practice under right guidance gives skill. We need more schools of practice. I suggest, therefore, that the number be increased from 9 to 12, the addition of three "model schools" for observation only, to be taught by teachers who have had conspicuous success in the respective grade to which she is assigned, as they are used only as models of inspiration. These model schools would be invaluable to normal students, a great stimulus to practice teachers, and a mecca to primary teachers of the city, for in them they would see the highest ideal of the normal school realized. The effect would be a very happy one all around, as it would create a community of interests between the normal school and the primary schools of the city, thus making your normal the living source of information and reformation for primary grade work, as it should be, but can not be so long as its best thoughts are handled only by its students.

The growing demand for properly equipped kindergarten teachers in our city schools makes it necessary that some provision shall be made for their training. I renew my suggestion of former years and urge you to place the work where it properly belongs—in your normal school as a department. A model kindergarten school should be established here, the teacher of which should be qualified to give lectures to the normal senior class on following subjects: "Mother play," "Blow's symbolic education," "Froebel's education of man," "Gifts," "Games," and "Adaptation of stories to kindergarten use." Normal students finishing this course might, if they show peculiar fitness and appreciation, be permitted to complete their kindergarten course in one additional year. This arrangement would be very helpful to normal students in many ways.

Practice.—The junior class is prepared, by theory, observation, and demonstration extending through a period of thirty-six weeks, to assume charge of a school the last week in May. They have four weeks' continuous practice with experience in closing school. They take charge in September, performing every duty belonging to a regular teacher, each having been assigned to her post in June. Each school is divided into as many sections as there are student teachers, and each teacher holds her section throughout the twelve weeks, unless the practice teacher observes laxity either in discipline or teaching; in no case is the child permitted to suffer. This gives ample opportunity for effective work. This arrangement avoids too frequent changing of teachers, awakens interest, and arouses a healthy competition. The student-teacher studies each child in her section in the schoolroom, play room, yard, and home; examines carefully all work, notes attendance, deportment; tests eyes as to near and far sight, and the hearing;

takes height, weight, chest, waist, and neck girths; compares data with normal child; notes general physical appearance, mental peculiarities, temperament, etc., then talks frankly with the parents for the sake of the child. Most of them are eager to cooperate. This record is carefully studied and modified from time to time. It need hardly be said that this plan revolutionizes the attitude of the teachers toward many pupils and prevents misunderstandings which might otherwise seriously impair her authority. It helps to form right habits of attention to teacher's duty, creates an ideal, and secures cooperation of parents.

The grouping of teachers has a very salutary effect. There is a social cooperation; a desire to do well whatever one attempts; an opportunity given to measure one's efforts and results by those of another under like conditions; confidence is gained; loss of fear of criticism. It is obvious that such discipline is very healthful and helpful in cultivating self-control, the teacher's golden key to success.

Criticism.—Criticism is conducted daily under the supervision of the entire corps, each having charge of her special work. To be effective it must follow closely on work while every feature is fresh in the memory. Its educational value is determined largely by qualifications of critic teacher, whose aim must be fixing of right habits of teaching. It must be affirmative and negative, sympathetic but frank, and conducted on a broad basis. The critic must be in harmony with and mentally adjusted to the condition of the student-teacher. She must judge justly and intelligently; interpret clearly, not merely give opinions. Personal criticisms are given in private, but are searching, honest, and at times severe. We labor to impress the student-teacher of our sincere good will and interest in her, so that after criticism she feels encouraged rather than discouraged. Mere copy work as teachers must be discouraged. Plans are required twenty-four hours in advance. Each must give aim, essential steps, and questions in full. The wording and arranging of questions is the most difficult task in teaching. No part of the plan shows so well the grasp upon the subject-matter or the knowledge of the child's vocabulary and experience.

The general progress made in training department during the past year has been extremely gratifying. Not only has a high degree of efficiency in its grade work been maintained, but it has at the same time been more helpful to the senior student in her work of teaching than ever before. The test of this work can only be rightly appraised, however, after graduation.

NORMAL DEPARTMENT.

Aim and scope of course of study.—The course of study in this school is arranged upon the plan of putting into the first or junior year that work which does most to broaden the student's knowledge, increase his appreciation for the profession, rouse in him a personal

recognition of the dynamic power of truth, leaving the application largely to the second year. All work is done in such a manner as to keep in constant view the professional aim of normal-school study. The realization of the professional purpose is thus constantly increasing throughout the course and is more and more absorbing the thought and attention of the student.

The regular course in psychology and school management is conducted by the principal and extends throughout the year. First half, emphasis is laid upon psychology; second half, application of psychology and school management, but they really constitute a single closely connected course. The work is done partly by lectures, in part by recitations, in part by writing, while copious and pertinent references are constantly given to the best literature upon the various topics treated. The aim is to secure a clear and sufficient understanding of, first, the processes of learning; second, sources of interest and attention; third, functions and training of the will; and fourth, the relation of the different branches of study to the development of mental power.

We aim to secure a good grasp of what is really valuable to a teacher rather than to spend time upon what is of speculative interest. "It is only the fundamental conceptions of psychology which are of real value to the teacher. To know psychology, therefore, is absolutely no guarantee that we shall be good teachers. To advance to that result we must have an additional endowment altogether, a happy tact and ingenuity to tell us what definite things to do and say when the pupil is before us. The use of psychological principles is negative rather than positive, but they are of great use. It certainly narrows the path for experiments and trials. We know in advance, if we are psychologists, that certain methods are wrong, so our psychology saves us from mistakes. It makes us, moreover, more clear as to what to do. We gain confidence when we know a method has theory as well as practice behind it. Most of all, it fructifies our independence and it reanimates our interest to see our subject at two different angles, to get a stereoscopic view, so to speak, of the youthful organism, who is our enemy, and while handling him with all our concrete tact and divination to be able at the same time to represent to ourselves the curious inner elements of his mental machine. Such a complete knowledge as this of the pupil, at once intuitive and analytic, is surely the knowledge at which every teacher ought to aim."

We believe that much of the success of a teacher depends upon the ideals with which the work is undertaken—his attitude toward the work. Hence it is one of the most important parts of our duty to assist the pupil in the formation of right ideals and to back these visions with "the sterner stuff of manly virtue and progress."

The training of teachers raises many questions other than those

relating to class instruction and school management. As the teacher's influence is not confined to the schoolroom, so the training of teachers must be more than mere preparation for schoolroom work. The teacher's example outside of the schoolroom is more effective than what she says in the school. We must study the supervision and life of our students. We must aim to cultivate the finer sensibilities. The teacher who does not feel herself an apostle with an important human mission, but looks upon the teaching profession as a mere means of making a living, has made a sad mistake in her calling. We aim to throw around each individual such influence for upright living as shall surround her in the school, in the church, in the street, in the home, and compel her to consciously and unconsciously do the right, the just, the beautiful.

Nature study.—To prepare the students to so instruct the children as to foster in them a greater love and sympathy for animals; an increasing interest in observing their habits, their uses, and their intelligence (pet animals representing the types of classes of animals studied are kept in the schoolroom, and cared for by the children under the supervision of the teachers, who insist upon a recognition of the rights of animals and their proper treatment); a very real appreciation for the beauty and utility of plant life, to see the mutual dependence of plants and animals; the adaptation of parts of flowers to pollination and of the fruit to protection and dispersal of seed brought out by the observation of a few flowers and fruits taken as type; collections of fruits and leaves to illustrate the wonderful variation in shape, color, and structure found in plant forms, and determine how their peculiar characteristics adapt them to the functions they have to perform; seeds, branches of trees and shrubs, and different forms of underground stems are brought by students; development of buds observed; wild flowers, most familiar and most interesting flowers, are observed. Field trips are frequently made to the Zoo and suburbs. A study of most common minerals and rocks; formation of soil; work of waves, streams, and ice in wearing away, transporting, and depositing material; frequent outdoor lessons. Whatever will interest the child is seized upon to lead the way to further study and appreciation of the uses and relations of the minerals, rocks, and soils to the plant, to animals, and to man.

Geography.—Main facts of meteorology include local observation of weather elements, use and explanation of barometer and thermometer, careful study of the day and weather maps, and the instruction in the more general relations of the science, with special study of the geography of the District of Columbia and adjacent regions. Attention is given to planning of lessons for children. Outdoor lessons adapted to grade are a feature. Time is too limited to do comprehensive work.

One of the greatest mistakes made in the training of the young is

restricting them to books. A child should be allowed frequent opportunities to observe animals, plants, and minerals in their natural state. The different sensory centers remain plastic but a comparatively short time. We should take advantage of this fact and use the child's first years of life for the development and training of his senses. Let him study things with his own senses, not from books. Later in life the study of books will be easier for the earlier sense training. Many of the most delicate and beautiful sentiments in literature are not understood or appreciated because of the failure on the part of the teachers in the lower grades to properly train the senses. Nature study is admirably adapted for this training. It cultivates the seeing eye, the hearing ear, the appreciative mind for the thousand things surrounding one's daily life; it disciplines, cultivates self-reliance, awakens a spirit of investigation, and gives rise to accurate thinking.

Physiology.—The aim is to fit teachers to secure and preserve sound bodies for themselves and to enable them to train children to form healthy habits. Laboratory work and the assigned reading cover these points, which are of most practical value. Exercises are prepared suitable to primary grades. Definite directions are given for treatment of emergency cases. Much attention is paid to the cerebro-spinal nervous system, its structure, function, training, and health.

Vocal culture.—First, personal training of student; second, practical training in methods for primary reading; functions of chest, larynx, pharynx, and nares; exercises in deep breathing and tone production for full, pure, and sympathetic tones; exercises in articulation and enunciation for clearness and distinctness of utterance; exercises in pronunciation for elegance in diction; proper position in sitting, standing, and walking; hygiene of voice.

Reading.—The object of oral reading is to give others the thoughts and feelings found and suggested in written or printed language. More than mechanical pronunciation is required. The reader must by analysis see through the words the thought, realize and appreciate the thought, and by his voice awaken sympathetic response in the listener. The vital work of the teacher is to arouse an interest—quicken desire to read aloud. "The child's mind," says Miss Arnold, "should be furnished with the best stories and poems before he begins his primer. So shall he long to master the art which shall open books to him for his own reading." This desire is most quickly aroused by hearing others read. The teacher must be an intelligent reader. It is obvious that reading can not be started as soon as the child enters the school. A series of language and phonetic lessons must precede. As to methods, as many teachers, so many opinions. If aim is appreciated, and knowledge of steps required is known, the details of methods may be well left to the individual teacher. Personally I prefer a union of methods—phonetic, word, and sentence; no one to be slavishly followed. The

phonetic has this advantage, it teaches the child to teach himself. In the hands of a careful, sympathetic, and intelligent teacher I believe it will bring better results in a shorter space of time than any other. Methods are discussed, demonstrated, and practiced. Outlines showing the development of lesson plans and lesson plans showing the development of subject-matter in primary grades are made. Narration of stories adapted to children is a marked feature. Reference reading is required and text-books are reviewed.

Grammar and language.—"Language and thought are one."—Max Muller. The first half of the junior year is devoted to a study of technical grammar, in which an effort is made to show that rules governing speech should be evolved from a knowledge of forms already acquired. By carefully graded steps the students are led to understand the construction of sentences, classification of words from their use in sentences, inflection, analysis, and parsing. This course is followed by one discussing the nature of language training during the first three years of school:

1. The end, facility in expressing what one *knows.*
2. How this end is to be attained, only by *practice.*
3. Materials and methods.

The acquiring of knowledge is the first step in language. A large part of the primary teacher's effort is devoted to the development of ideas and thoughts. Knowledge clearly grasped seeks expression. The first two years of a child in school should largely increase his store of ideas, facts, and vocabulary; give ability to tell correctly what he knows; some skill in writing complete sentences and short paragraphs. Language exercises should not be left to incidental treatment, but should form a part of the daily programme, when attention is focused on expression. The daily exercises should include conversations, using freely the incident of child life, talks about common things and experiences, the telling of stories, recital of gems of poetry, singing of songs, development of material for reading lessons, and description of suitable pictures. The latter part of the first year they may begin to copy words and short sentences. During the second year they should write more, but not too much. Every exercise in primary schools is incidentally a language lesson.

After careful study of the nervous system I am convinced that we require children to write too much and too early. It is a fact that the ancillary muscles of the hand and fingers are not sufficiently developed in young children for writing a fine hand; that the nervous centers controlling the fingers are slow in developing; hence the nervous system is injured by a close and strained application. The increasing nervousness of young children is a matter of common observation. Too early and too much written work are largely responsible for the condition.

Literature.—Suggestive and helpful to primary teachers as one of the great branches of thought-giving material. A large part of the influences that are thrown around the ordinary child need to be counteracted. It can be done to considerable extent by influence of the teacher through instruction as well as by example. The formative period of a child's moral nature is said to be from 6 to 15, the common school age. There is no good reason why these children should not be brought under the influence of the best books suited to their age. The teacher should be capable of making the choice and directing the reading so as to arouse in them the appreciation for virtue, disgust for vice, and sympathy for better impulses. "The best myths, historical biographies, novels, and dramas are the richest sources of moral stimulus, because they lead us into the immediate presence of those men and women whose deeds stir up our moral nature." We should use extensively historical and literary materials in all grades, with the conscious purpose of shaping moral ideas and character.

History of education.—First, a brief study of the origin, development, and results of some of the most formative educational systems; second, the teachings of Socrates, Comenius, Bacon, Rousseau, Pestallozzi, Froebel, Herbart, and Horace Mann, and their influences on modern education; third, a comparative study of modern school systems of Germany, France, England, and America, with a view of discovering the most important lessons they teach and their application to present conditions.

Not only in art, architecture, and music, but in all branches of human development, intellectual and moral, is the study of models of great importance. To interpret and appreciate fairly the life and work of a great teacher is to awaken something of his spirit and temper in ourselves. When the inspiration and aims have gradually changed into tendencies and habits, then we have the successful teacher.

Arithmetic.—The teaching of this subject has always in mind the future profession of the student. The grammar school course is reviewed for the purpose of giving clearer insight into the processes and a better appreciation of the relative value of the subject-matter. By constant reference to algebra and geometry the relation between the three elementary branches of mathematics is made clear and interesting. Much illustrative work is demanded.

Discipline.—The matter of discipline, as is generally understood, does not enter into the administration of the normal department. Each student is allowed and encouraged to exercise the largest degree of personal liberty consistent with the rights of other students. The teachers aim to be friends and leaders, not masters and governors. We do not spare advice, admonition, or reproof when needed, but it is given to individuals in a generous spirit.

Library.—We are sadly in need of a library, and it is earnestly hoped that you will urge our board to contribute generously toward furnishing it with good working pedagogical books, periodicals, and magazines. Our students are compelled to frequent public, Congressional, and Bureau of Education libraries, wasting a great deal of time and frequently finding that the books are out.

We are in need of more school room. I therefore urge you to recommend our transfer to a larger building or buildings and one more advantageously situated. In this neighborhood it is almost impossible to get a sufficient number of small children to fill our practice schools.

Household arts.—The organization of a third-year or post-graduate course for those who desire to become teachers in household arts—cooking, sewing, practical laundry—would be only complying with the pressing need for more broadly trained teachers in these subjects in the public schools. The work should be arranged on educational as well as on technical lines.

Sloyd.—This school should have a well-equipped manual-training department which teaches the system of woodwork usually called "sloyd," in which the seniors should be obliged to spend some time each week. Judicious training in accurate thinking and working must be the main object of the teacher if the student is to reap the highest benefit. The course in sloyd is particularly well adapted to give this training, as the student can not fail to discover for herself the absolute dependence of results on the character of her work and on the methods she has employed. As disciplinary work alone the value of such study can not be overrated, but it has also a direct and permanent practical value in the schoolroom.

Lectures.—We have been highly favored by eminent scholars and prominent educators gratuitously giving us their time for lectures on topics current and educational. To these we wish to express our great indebtedness for instruction and enjoyment: Dr. Mayo, Dr. Klemm, Dr. Lamb, Professor Chickering, Professor Blodgett, Professor Moore, Professor Miller, and Mr. F. J. Bundy.

It would be well if our board were to recommend in their estimates a certain sum to be used in supplying normal students and teachers with a lecture course. The year just past has been one of great success, not only as results demonstrated in statistics, but also to those evidences of intellectual, moral, and professional advancement which have been a marked feature. Perfect harmony and hearty cooperation in the faculty have been reflected in the students and have refined and elevated the tone of the entire school. The change in the teaching corps at the beginning of the year necessitated a reorganization, which is now practically settled and greatly to the advantage of the school. The scholarship exceeded that of any preceding year. The practice

has been uniform and progressive. Our constant effort has been directed toward surrounding the individual with such influences as shall help her to form and accept ideals, to become self-directive in the realization of her ideals.

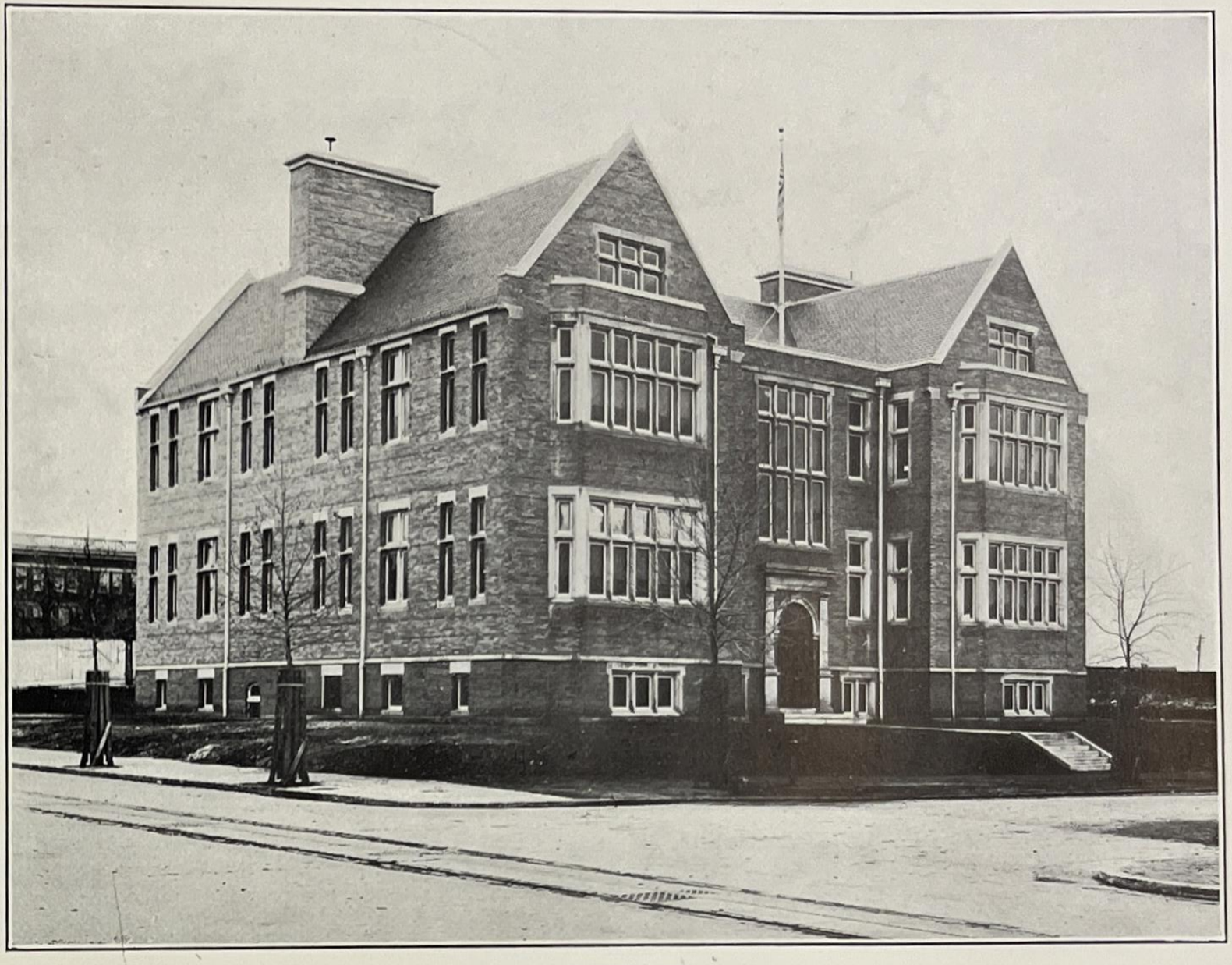
I desire to express my grateful thanks to teachers connected with the school for intelligent and sympathetic cooperation, for whatever of success we have had is due largely to their unselfish devotion and interest.

To you, Mr. Superintendent, your assistants, honorable Board of Education, and supervising principal of the ninth division we acknowledge our gratitude for many courtesies shown, and beg that each of you will take renewed interest in us, and help us in our aspirations to make this school one of the ideal normal schools of the country.

Yours, truly,

LUCY E. MOTEN, M. D.,
Principal.

Mr. A. T. STUART,
Superintendent of Schools.



LOVEJOY SCHOOL.

REPORT OF THE DIRECTOR OF HIGH SCHOOLS.

SIR: I have the honor to transmit to you the annual report of the high schools for the year ending June 30, 1902.

CENTRAL HIGH SCHOOL.

TABLE I.—*Total enrollment, by years, courses, and sex, 1901–2.*

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First	90	102	192	27	101	128	117	203	320
Second	63	69	132	13	73	86	76	142	218
Third	42	70	112	6	44	50	48	114	162
Fourth	18	40	58	10	39	49	28	79	107
Total	213	281	494	56	257	313	269	538	807
Withdrawals	32	49	81	32	43	75	64	92	156
Total at close of year.	181	232	413	24	215	238	205	446	651
Graduates	11	30	41	7	34	41	18	64	82

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September	716	706.4	98.6
October	763.3	733.3	96
November	743.7	713	96.3
December	733.6	658.2	93.4
January	721.3	670.6	92.9
February	718	668.2	93.5
March	697.3	651.6	93.4
April	676.3	633.6	93.7
May	662.5	627.3	94.6
June	631.9	604	95.5
Total[a]	706.9	669.3	94.7

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.
				Third year.		Fourth year.		
				Boys.	Girls.	Boys.	Girls.	
1890–91	36	1,001	1,090	74	131	.....	.....	205
1891–92	37	937	1,025	53	153	.....	.....	206
1892–93	39	778	851	47	101	11	22	181
1893–94	42	835	916	33	100	9	25	167
1894–95	43	894	1,010	36	68	13	42	159
1895–96	42	814	960	1	1	14	42	58
1896–97	44	851	966	.....	.....	31	72	103
1897–98	43	864.5	994	.....	.....	35	58	93
1898–99	43	917.1	1,052	.....	.....	41	66	107
1899–1900	47	991.3	1,126	.....	.....	34	42	76
1900–1901	49	899.9	985	.....	.....	40	55	95
1901–2[a]	44	706.3	807	.....	.....	18	64	82

[a] Technical school separated.

EASTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1900–1901.*

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First	32	92	124	11	18	29	43	110	153
Second	23	71	94	2	13	15	25	84	109
Third	22	38	60	13	14	27	35	52	87
Fourth	20	32	52	3	12	15	23	44	67
Total	97	233	330	29	57	86	176	290	416
Withdrawals	18	49	67	8	8	16	26	57	83
Total at close of year.	79	184	263	21	49	70	100	233	333
Graduates	17	28	45	2	11	13	19	39	58

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September	389.7	386.8	99.2
October	397.0	384.8	96.9
November	390.7	372.8	95.4
December	383.0	358.8	93.6
January	380.0	350.4	92.2
February	372.1	348.7	93.7
March	367.4	844.1	93.6
April	358.3	331.4	92.4
May	344.4	320.4	93.0
June	336.0	312.9	93.1
Total	374.6	350.2	93.4

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890–91	7	158	189	.....	.....	.....	.....	.....
1891–92	11	239	270	.....	.....	.....	.....	.....
1892–93	15	329	386	31	37	.....	.....	68
1893–94	17	366	400	29	48	5	6	88
1894–95	19	393.2	452	25	31	9	16	81
1895–96	21	394.4	467	.....	1	8	23	32
1896–97	21	401	453	.....	.....	10	34	44
1897–98	21	445	511	.....	.....	18	34	52
1898–99	21	468	538	.....	.....	24	36	60
1899–1900	22	460.4	532	.....	.....	20	41	61
1900–1901	22	411.2	458	.....	.....	13	42	55
1901–1902	22	374.6	416	.....	.....	19	39	58

WESTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1900–1901.*

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First	30	37	67	6	48	54	36	85	121
Second	21	24	45	6	41	47	27	65	92
Third	17	13	30	7	20	27	24	33	57
Fourth	30	12	42	9	14	23	39	26	65
Total	98	86	184	28	123	151	126	209	335
Withdrawals	17	25	42	14	29	43	31	54	85
Total at close of year.	81	61	142	14	94	108	95	155	250
Graduates	11	28	39	7	13	20	18	41	59

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September	306.6	297.1	96.9
October	311.6	301.3	96.6
November	313.1	300	95.8
December	311	291.9	93.8
January	300.6	279.5	92.9
February	290.8	269	92.5
March	292.8	269.5	92.4
April	276.2	254.2	92
May	260.9	242.4	92.9
June	241.9	229.6	94.9
Total	291	273	93.8

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year,		Total.
				Boys.	Girls.	Boys.	Girls.	
1890–91	2	56	64	.....	.....	.....	.....	.....
1891–92	4	107	126	.....	.....	.....	.....	.....
1892–93	7	156	173	8	24	.....	.....	32
1893–94	10	181	199	12	33	1	5	51
1894–95	11	199	226	7	9	.....	10	26
1895–96	12	245	281	.....	.....	5	15	20
1896–97	14	231	264	.....	.....	5	18	23
1897–98	15	290	320	.....	.....	4	25	29
1898–99	17	339	404	.....	.....	9	25	34
1899–1900	18	342	405	.....	.....	10	15	25
1900–1901	19	323	377	.....	.....	25	23	48
1901–1902	17	291	338	.....	.....	18	41	59

BUSINESS HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1901–1902.*

Year.	Boys.	Girls.	Total.
First	188	281	469
Second	99	135	234
Total	287	416	703
Withdrawals	.....	.....	217
Total at close of year	.....	.....	486
Graduates	62	94	156

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September	631	623	98.7
October	676	656	97.1
November	663	643	97.0
December	647	614	94.8
January	626	591	94.4
February	600	566	94.3
March	579	544	93.8
April	551	514	93.3
May	527	500	94.8
June	495	452	91.2
Total	603	573	95.0

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890–91	8	274	314	.....	.....	.....	.....
1891–92	9	329	368	17	18	35	16.4
1892–93	11	359	389	25	25	50	16.3
1893–94	12	410	493	32	28	60	16.1
1894–95	13	394	497	21	19	40	16.3
1895–96	17	421	532	35	36	71	16.5
1896–97	19	435	526	34	40	74	16.4
1897–98	20	483	601	41	48	89	16.7
1898–99	21	491	594	37	64	101	16.6
1899–1900	21	527	664	39	58	97	16.5
1900–1901	23	598	745	35	73	108	16.2
1901–1902	25	603	703	62	94	156	16.2

M STREET HIGH SCHOOL.

TABLE I.—*Total enrollment by years, courses, and sex, 1900–1901.*

Year.	Academic.			Scientific.			Total.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
First	24	211	235	5	13	18	29	224	253
Second	48	124	172	5	28	33	53	152	205
Third	27	59	86	4	33	37	31	92	123
Fourth	17	42	59	5	19	24	22	61	83
Total	116	436	552	19	93	112	135	529	664
Withdrawals	16	129	145	6	9	15	22	138	160
Total at close of year.	100	307	407	13	84	97	113	391	504
Graduates	16	42	58	5	19	24	21	61	82

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September	549	540.6	98.4
October	551.3	537	97.4
November	547.6	533.9	97.5
December	541.2	512.7	94.7
January	532.5	495.2	92.9
February	524.6	498.1	94.9
March	521.9	493.8	94.6
April	518.9	492.7	94.9
May	513.4	483.8	94.2
June	505.1	488.9	96.7
Total	530.2	506	95.4

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1890–91	14	345	376	21	65	.....	.....	86
1891–92	17	364	407	19	50	.....	.....	69
1892–93	18	400	444	29	61	.....	.....	90
1893–94	19	426	460	a28	a71	.....	.....	a99
1894–95	22	550	618	.....	.....	b48	b83	b131
1895–96	24	594	675	.....	.....	c20	c29	c49
1896–97	26	640	736	.....	.....	22	57	79
1897–98	27	593	690	.....	.....	27	76	103
1898–99	29	586	678	.....	.....	26	66	92
1899–1900	31	633	704	.....	.....	35	64	99
1900–1901	31	624	749	.....	.....	18	63	81
1901–1902	24	530	664	.....	.....	d21	d61	d82

a Prior to 1894–95 graduates included those from second and third year classes.
b Graduates of 1894–95 included those from second, third, and fourth year classes.
c Graduates 1895–96 and succeeding years included those from second and fourth year classes. Second-year graduates are from the business course.
d Graduates 1901–1902 include those from fourth year class only.

ALL WHITE HIGH SCHOOLS.

TABLE IV.—*Showing enrollment of each white high school for each school year by years, as well as number of graduates each year and number entering college after 1895–96 from each school.*

Year.	1887–88.	1888–89.	a1889–90.	b1890–91.				
	Central.	Central.	Central.	Central.	Western.	Eastern.	Business.	Total.
First year	519	586	712	465	64	189	308	1,026
Second year	290	405	438	358	.....	.....	.....	358
Third year	188	262	272	267	.....	.....	.....	267
Fourth year	.....	.....	.....	.....	.....	.....	.....	.....
Total	997	1,253	1,422	1,090	64	189	308	1,651
Graduates:								
Second year	.....	.....	.....	.....	.....	.....	.....	.....
Third year	207	222	289	205	.....	.....	.....	205
Fourth year	.....	.....	.....	.....	.....	.....	.....	.....
Entering college	.....	.....	.....	.....	.....	.....	.....	.....

Year.	1891–92.					1892–93.					1893–94.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year	447	81	175	281	984	385	68	184	303	940	400	87	185	344	1,016
Second year	296	45	95	84	520	251	69	119	85	524	265	49	117	132	563
Third year	282	.....	.....	.....	282	172	36	83	.....	291	190	56	82	.....	328
Fourth year	.....	.....	.....	.....	.....	43	.....	.....	.....	43	61	7	16	.....	84
Total	1,025	126	270	365	1,786	851	173	386	388	1,798	916	199	400	476	1,991
Graduates:															
Second year	.....	.....	.....	35	35	.....	.....	.....	50	50	.....	.....	.....	60	60
Third year	206	.....	.....	.....	206	149	32	68	.....	249	133	45	77	.....	255
Fourth year	.....	.....	.....	.....	.....	c33	.....	.....	.....	c33	34	c6	c11	.....	51
Entering college	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

a Prior to that time graduating classes from Central included second-year graduates from business course.
b Branch schools established September, 1890.
c First voluntary graduating fourth-year class.

TABLE IV.—*Showing enrollment of each white high school for each school year by years, etc.*—Continued.

Year.	1894–95.					1895–96.[a]					1896–97.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year	455	96	208	324	1,083	397	125	214	372	1,108	406	103	173	376	1,058
Second year	302	67	119	155	643	275	72	133	145	625	251	81	133	140	605
Third year	173	41	89	.....	303	195	57	72	.....	324	178	47	99	.....	324
Fourth year	80	22	36	.....	138	[a] 93	27	48	.....	168	131	36	48	.....	215
Total	1,010	226	452	479	2,167	960	281	467	517	2,225	966	267	453	516	2,202
Graduates:															
Second year	.....	.....	.....	40	40	.....	.....	.....	71	71	.....	.....	.....	74	74
Third year	104	16	56	.....	176	[b] 2	.....	[b] 1	.....	[b] 3	.....	.....	.....	.....	.....
Fourth year	55	10	25	.....	90	56	20	31	.....	107	103	23	44	.....	170
Entering college	.....	.....	.....	.....	.....	19	8	10	.....	37	20	3	9	.....	32

Year.	1897–98.					1898–99.					1899–1900.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year	453	149	205	390	1,197	475	189	249	416	1,329	527	157	184	414	1,279
Second year	240	60	131	169	600	307	115	116	171	709	315	129	139	226	809
Third year	177	60	87	.....	324	138	46	98	.....	282	184	81	92	.....	357
Fourth year	124	41	63	.....	228	132	50	75	.....	257	100	36	81	.....	217
Total	994	310	486	559	2,349	1,052	400	538	587	2,577	1,126	403	496	640	2,662
Graduates:															
Second year	.....	.....	.....	89	89	.....	.....	.....	101	101	.....	.....	.....	.....	.....
Third year	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fourth year	93	27	52	.....	172	107	34	60	.....	201	76	.....	.....	.....	.....
Entering college	20	8	15	.....	43	22	8	20	.....	50	.....	.....	.....	.....	.....

Year.	1900–1901.					1901–2.				
	Central.	Western.	Eastern.	Business.	Total.	Central.	Western.	Eastern.	Business.	Total.
First year	395	133	172	564	1,264	[c] 320	[c] 121	[c] 153	[c] 469	[c] 1,063
Second year	289	99	123	181	692	[c] 218	92	109	234	653
Third year	176	79	93	.....	338	[c] 162	57	87	.....	306
Fourth year	125	66	70	.....	261	107	65	67	.....	239
Total	985	377	458	745	2,565	807	335	416	703	[c] 2,261
Graduates:										
Second year	.....	.....	.....	108	108	.....	.....	.....	156	156
Fourth year	95	48	55	.....	198	82	59	58	.....	199

[a] First compulsory graduating fourth-year class from all academic high schools (1895–96).
[b] Irregular.
[c] Technical school organized separately.

TABLE V.—*Showing enrollment in all white academic high schools by classes and the number of graduates, Central to 1889–90, inclusive; all together thereafter.*[a]

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887–88	519	290	188	.....	997	[b] 207	.....	.....
1888–89	586	405	262	.....	1,253	[b] 222	.....	.....
1889–90	712	438	272	.....	1,422	[b] 289	.....	.....
1890–91	718	358	267	.....	1,343	[b] 205	.....	.....
1891–92	703	436	282	.....	1,421	206	.....	.....
1892–93	637	439	291	[c] 43	1,410	249	33	.....
1893–94	672	431	328	84	1,515	255	51	.....
1894–95	759	488	303	138	1,688	176	90	.....
1895–96	736	480	324	[d] 168	1,708	3	107	37
1896–97	682	465	324	215	1,686	.....	170	32
1897–98	807	431	324	228	1,790	.....	172	43
1898–99	913	538	282	257	1,990	.....	201	50
1898–1900	865	583	357	217	2,022	.....	.....	.....
1900–1901	700	511	338	261	1,810	.....	198	.....
1901–2	594	419	306	239	[e] 1,558	.....	199	.....

[a] Branch schools established September, 1890.
[b] Includes second year graduates of business course.
[c] First voluntary fourth-year class.
[d] First compulsory fourth-year class.
[e] Technical school separated.

BUSINESS HIGH SCHOOL.

TABLE VI.—*Showing enrollment in Business High School by classes and the number of graduates from 1890 to 1900.*

Year.	Class.			Graduates.
	First year.	Second year.	Total.	
1890–91	308	.....	308	.....
1891–92	281	84	365	35
1892–93	303	85	388	50
1893–94	344	132	476	60
1894–95	324	155	479	40
1895–96	372	145	517	71
1896–97	376	140	516	74
1897–98	390	169	559	89
1898–99	416	171	587	101
1899–1900	414	226	640	97
1900–1901	564	181	745	108
1901–2	469	234	703	156

WHITE HIGH SCHOOLS.

TABLE VII.—*Showing enrollment for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.*[a]

Graduates.	Class enrollment.						College.
	First year.	Second year.	Third year.	Fourth year.	Graduates. Third year.	Graduates. Fourth year.	
1890	519	405	272	.....	[b] 289	.....	.....
1891	586	438	267	.....	[b] 205	.....	.....
1892	712	358	282	.....	206	.....	.....
1893	.....	.....	.....	[c] 43	.....	33	.....
1893	718	436	291	.....	249	.....	.....
1894	.....	.....	.....	84	.....	51	.....
1894	703	439	328	.....	255	.....	.....
1895	.....	.....	.....	138	.....	90	.....
1895	637	431	303	.....	176	.....	.....
1896	.....	.....	.....	[d] 168	.....	107	37
1897	672	488	324	215	.....	170	32
1898	759	480	324	228	.....	172	43
1899	736	465	324	257	.....	201	50
1900	682	431	282	217	.....	.....	.....

[a] Branch schools established September, 1890.
[b] Includes second-year graduates of business course.
[c] First voluntary fourth-year class.
[d] First compulsory fourth-year class.

TABLE VIII.—*Showing per cent of survival for all white academic high schools from first year to graduation, Central to 1893, inclusive; all together thereafter.*[a]

Graduates.	Per cent of the immediate preceding class reaching class designated.						Per cent of original first-year class reaching class designated.					
	Second year.	Third year.	Fourth year.	Graduates.		College.	Second year.	Third year.	Fourth year.	Graduates.		College.
				Third Year.	Fourth year.					Third year.	Fourth year.	
1890												
1891												
1892	50.28	78.77		73.03			50.28	39.61		28.93		
1893			15.25		76.74				6.04		4.63	
1893	60.72	66.74		85.57			60.72	40.53		34.68		
1894			28.87		60.71				11.70		7.10	
1894	62.44	74.71		77.74			62.44	46.66		36.27		
1895			42.07		65.21				19.63		12.80	
1895	67.66	70.30		58.08			67.66	47.57		27.63		
1896			55.44		63.69	34.58			26.37		16.80	5.81
1897	72.62	66.40	66.36		79.07	18.82	72.62	48.21	32	25.30	25.30	4.76
1898	63.24	67.50	70.37		75.44	24.88	63.24	42.69	30.04		22.66	5.66
1899	63.18	69.68	79.32		78.21	24.88	63.18	44.02	34.92		27.31	6.80
1900	63.20	65.43	76.95				63.20	41.35	31.82			

[a] Branch schools established September, 1890.

BUSINESS HIGH SCHOOL.

TABLE IX.—*Showing enrollment and per cent of survival for the Business High School from first year to graduation.*

Graduates.	Class enrollment.			Per cent of the immediate preceding class reaching class designated.		Per cent of original first-year class reaching class designated.	
	First year.	Second year.	Graduates.	Second year.	Graduates.	Second year.	Graduates.
1892	308	84	35	27.27	41.67	27.27	11.36
1893	281	85	50	30.25	58.82	30.25	17.79
1894	303	132	60	43.56	45.45	43.56	19.80
1895	344	155	40	45.01	25.81	45.01	11.63
1896	324	145	71	44.75	48.96	44.75	21.91
1897	372	140	74	37.63	52.86	37.63	19.89
1898	376	169	89	44.95	52.66	44.95	23.67
1899	390	171	101	43.85	59.06	43.85	25.90
1900	416	226	97	54.33	42.83	54.33	23.07
1901	464	181	108	31.73	59.66	31.73	19.15
1902	469	234	156	49.89	66.66	49.89	33.24

The enrollment of the four white high schools and the M Street High School was affected during the past year by the separate enrollment of the pupils of the two manual-training schools. This difference was marked in the number of pupils in the Central and M Street schools, in which were formerly included all pupils taking the technical course. In the M Street School the pupils taking the business course were also transferred to the manual-training organization.

In June, 1901, the organization of the technical schools was begun in the hope that the new buildings for those schools would be ready for occupancy by the opening of school in September, or soon thereafter, but owing to the repeated failures on the part of the contractors to finish the structures the pupils of Manual Training School No. 1 have been quartered in the Central High School building throughout the year and those of Manual Training School No. 2 have been partially accommodated in the M Street High School, making both buildings

overcrowded and greatly increasing the difficulty of managing the large bodies of pupils in the separate organizations. The teachers of both the high and technical schools realized the task before them and, notwithstanding the strange conditions, united in their efforts to avoid any possibility of friction between groups of rival pupils. When it is remembered how intense this rivalry becomes as the times of competition in athletics and military drill draw near, the moderation and self-control which so splendidly marked the pupils of both groups in their dealings with one another is well worthy of commendation.

Course of study outlined.

Year.	Academic.	Scientific.	Business.[a]
First.	English. History. Algebra. Latin.	English. History. Algebra. German or French.	English. Business Arithmetic. Bookkeeping. Penmanship. Shorthand. Geography. *Typewriting* or *Commercial Drawing.*
Second.	English. English History. *Greek.* Geometry. Latin. Physics or Chemistry.	English. English History. Geometry. German or French. Physics or Chemistry.	English. Applied Arithmetic. Bookkeeping. Commercial Law. Commercial Geography. Shorthand. Typewriting.
Third.	English. Latin. *French.* *German.* *Greek.* *Biology* or *Advanced Chemistry* or *Advanced Physics.* *Political Economy.* *Solid Geometry.* *Trigonometry* and *Surveying* or *History.*	English. German or French. *Biology* or *Advanced Chemistry* or *Advanced Physics.* *French.* *Political Economy.* *Solid Geometry.* *Trigonometry* and *Surveying* or *History.*	Each year of this course is complete in itself. A special one year course is arranged for students of other high schools, who have done at least three years of successful work.
Fourth.	English. Latin. *Advanced Biology* or *Chemistry* and *Mineralogy* or *Physics.* *Greek.* *History* or *Analytical Geometry* and *College Algebra.* *French.* *German.* *Spanish.*	English. German or French. *Advanced Biology* or *Chemistry* and *Mineralogy* or *Physics.* *History* or *Analytical Geometry* and *College Algebra.* *French.* *Spanish.*	Students of the second year may substitute an equivalent amount of work in other subjects for Bookkeeping or for Shorthand.

[a] This course does not prepare for the normal school.

Elective studies are printed in *italics;* all others are prescribed.

A general exercise in music is optional, except for normal school candidates, for whom it is prescribed. Spelling is prescribed for all students.

Drawing is prescribed for all pupils of the first and second years, also for normal school candidates throughout the course.

Candidates for diplomas must pursue all the prescribed studies, and at least four studies in the third year. In the fourth year, pupils may take three major studies, with a total weekly programme of eighteen hours work. Students who, from any cause, fail to meet these requirements are enrolled as "unclassified," and can not graduate until the prescribed work is satisfactorily made up.

Pupils who desire to prepare for college should make special arrangement of their courses with the principal.

COURSE OF STUDY.

The course of study in the high schools during the past year has been carried out largely along the lines followed heretofore, the chief modification being in the work of the Business and M street schools.

In the Business School a special course was offered to pupils who had successfully completed three years of work in one of the other high schools. The work embodied the essentials of the regular two-year business course and offered graduation upon the completion of its requirements. Eighteen pupils from the other high schools availed themselves of this opportunity to secure a business training which they thought would give them better chances of employment at the close of their school career. Ten of this number were graduated at the close of the year. Even with the present crowded condition of this school it is thought wise to continue this special course in a limited degree for the benefit of those whose circumstances may have caused a change of plan in the midst of their school career.

A modification of the course in mechanical drawing, formerly offered as an elective subject to the pupils of the first year, has been in process of development by the teacher of penmanship into a course in commercial drawing, including freehand drawing, lettering, pen and ink sketches, commercial brush work, and elementary architectural drawing.

The work in shorthand seems to show greater strength by being unified and more closely correlated with the work in typewriting.

A change of assignment of work in the typewriting has proven effective in more direct oversight of pupils' work and better care of machines, permitting the former to perform their work more thoroughly and with greater dispatch, and causing the loss of very little, indeed, almost no time through the fact that machines were out of repair.

Regarding the details of the work in the subjects of geography, commercial geography, and bookkeeping, in which occurred the greatest modifications in the course of study, I can not do better than quote verbatim from the report of Mr. Allan Davis, principal of the Business High School:

> As authorized last year by the Board of Education, the subject of geography was this year introduced into the first-year class. The work was based upon Tarr and McMurry's North America. After a preliminary study of the motions of the earth, geographical changes, latitude and longitude, air and ocean currents, climate, and other geographical ideas, stress was laid on our country and dependencies, with a rapid review of the divisions north and south of us. A uniform principle was emphasized throughout—the influence of natural environment on plant, animal, and human life—the aim being to show how man, occupying the highest grade in this scale, is always limited by the fundamental conditions to which he intelligently strives to

adjust himself. Following this conception of a unified process, the course for the year has been both pleasant and profitable. The growth of industries in specified sections, the location of cities and the aggregation of population in centers, the building of railroads and establishment of water routes have been traced on logical lines, and consistent explanations found of economic phenomena. In seeking these results both oral and written methods have been practiced, the former for opening up a subject, the latter either for an independent exercise or to reproduce, under a different phase, what had been discussed by teacher and pupil.

The greater part of the course in commercial geography has been new this year owing to the introduction of a text-book, Adams's Commercial Geography. As before, the time up to Christmas was given to the study of the history of commerce. After the holidays the new text was taken up and the lines laid down in the book followed, so that pupils obtained a good general knowledge of the commerce of the world, with a more detailed knowledge of that of the United States. The influence of physical conditions has been emphasized, the efforts of different peoples to develop their natural resources, and the seeming possibilities of industrial and commercial advancement have been studied. Much work has been done by pupils outside of the text-book, in the securing of information at first hand, and considerable power to deal with original business problems has been developed. This outside material has been used for special reports, either following assignments of teachers or answering questions that have arisen in class. For instance: "Does the United States grain export pay for the sugar imported?" "Is there an opportunity for American capital and American work in Porto Rico?" These have been answered by tables or figures culled from Government statistical reports. Besides these, such topics as "The work of the Agricultural Department," "The Life-Saving Service," "International expositions," have been made subjects of special reports to the classes at opportune times. There has been, also, a free, almost constant, use of the daily consular reports and some exercise in the stronger classes in abstracting these reports.

Some graphic map work has been done with printed outline maps as a basis. By means of lines in colors the direction of traffic in four chief exports and the rank of ports in exportation of these products have been shown on one map; on another the railroad and distributing centers of the United States, together with the connecting railroad lines; and on a third the direction of trade among the countries of the world in raw and manufactured products.

An interesting and helpful bit of outside work which has been done was the arranging and conducting of an exhibit of fibers and their products. Committees from the classes took charge of the collection and arrangement of material, and with the help kindly given by Maj. N. Shatswell, of the Agricultural Museum, who gave them many specimens of crude and cleaned fibers, and by Prof. S. H. Slaught, who loaned his exhibit of ramie, they were enabled to prepare an exhibit which was almost complete as showing the steps in transformation of the crude fibers into manufactured useful, familiar forms. There is an ample opportunity for a repetition of this form of work in future years.

The purpose of the work in commercial geography is twofold: First, to give the pupils necessary knowledge of the commercial and industrial conditions prevailing in the world, together with the knowledge of sources of information and the ability to draw from the sources; second, to give them training in thought methods, to help them to use information in the proper way toward forming conclusions and opinions, and to arrange material about one topic so as to prove or disprove its assertion. The first of these ends we have tried to attain by the daily assignments of lessons for study and the constant reference to sources of authoritative information; the latter by the class recitations and occasional written exercises. Throughout all the work an effort has been made to lead pupils to see the great facts of trade

The subjects of bookkeeping and business practice and arithmetic were last November coordinated by the action of the board of education, and the present year has shown greater strength in this work in consequence.

The elementary principles and introductory work of the first year bookkeeping class have been taught as usual, but the business practice work has been so organized that the pupils, while dealing with each other, have been carried through a logically developed course in simple bookkeeping and business paper based on simple practical business conditions. With this course well organized it will be possible during the coming year to have the bookkeeping and the strong first-year arithmetic course supplement each other at practically all times to the decided advantage of both.

A slight increase in the time devoted to applied arithmetic and business practice in our second-year class has made possible a more practical and successful course than heretofore. With the work in advanced arithmetic has been carefully combined work in business forms and papers, the pupils learning not only how to solve the arithmetical problems they present, but learning, also, the general business use of the forms and the principles on which they are designed. Original designs have also been prepared for special purposes. Among the papers thus taught have been order sheets and books, retail and wholesale bills of a number of standard types, sales sheets, abstracts, commission forms, requisitions, inventories, pay rolls, etc. In the interest and discount work, actual checks, notes, and drafts have been handled in large numbers and the proper entries made for them in standard record sheets. During the latter part of the year individual test problems were given as heretofore. The pupils, as usual, learned how and where to seek reliable information and then prepared and worked out for themselves estimates, plans, diagrams, and reports. The exercises were most carefully graded to suit individual capacity and covered a wide range of subjects in estimating and business practice.

A special feature of the work during the year now closing was the introduction of card-record work. So marked has been the growth of card-index systems during the recent years and so valuable have they proved in widely varying applications to the conditions of practically all businesses that it seemed wise, if not necessary, to teach the main principles of such records to our graduating class. A small outfit was therefore secured and one school section organized as part of the office of a business firm. Stock accounting, sales, purchase, marking, ledger, delivery, employees' and advertising records were successfully kept. The pupils learned to arrange cards, design systems, make entries and cross references, check entries, carry on investigations in the records, audit records, make summaries, file and indorse papers, and to carry on a wide range of office practice with satisfactory results. Incidentally there was included considerable arithmetical calculations, and much was taught of business order and system. It was interesting to note how quickly business ability became apparent. The varied nature of the work and the willingness shown by the workers made it possible for the teacher to judge unusually well as to the capacity of the pupils and constantly gave him a distinct advantage in helping individual needs. Moreover, it made it possible to base changes and promotions in the work solely on business merit. When extended to all second-year sections and broadened in detail, so that inter-section work can be possible, this work will undoubtedly prove a most valuable instrument for business training; and not only this, if practice sets can be secured, showing complete record systems for type businesses, such as factories, warehouses, banks, mail-order houses, etc., their use will make possible the teaching of organization and of the interrelations of the various departments of commercial houses.

The second-year bookkeeping course has been also in process of reorganization with a view to making it a practical advanced course that shall apply the fundamental principles taught in the first year to record keeping in several standard types of businesses. It is intended that the pupil shall be taught not only to keep books,

but to use his books logically as sources of a wide range of business information; that he shall be trained not only to be simply a machine in his work, but to be a clear-thinking assistant to his employer.

Some changes were made in the course of study in the M Street High School. At the request of the former principal, physics was made compulsory for all second-year pupils and chemistry for those of the third year. It has been suggested that some further changes be made in the way of science requirements, and some subject or subjects, such as advanced work in American history or a general course in political economy, which shall more directly fit them for entrance upon their duties as citizens be required of all fourth-year pupils. I shall submit a plan of this work to you at some later date.

PHYSICAL TRAINING.

The work of physical training has been developing along the same lines as in the preceding year. It is the aim to make every year's work profit by the experiences of the past, so that it may be broadened and perfected. That one system of training, no matter how comprehensive, shall benefit all of the individual pupils of a large school in the highest degree is impossible. So the effort of the instructors is constantly to get hold of the individual pupil, understand his or her needs, and prescribe such course of training as shall be of benefit. This course has been pursued just as far as possible, and it is hoped that the action of the Board of Education in appointing another teacher in this department for work among the girls will permit a great extension of this principle.

Among the boys the work has been developed beyond the crude state of the preceding year, when it was introduced, but the results have not been entirely satisfactory, owing partially to the lack of facilities for such work. The Western School is the only one of the high schools provided with a gymnasium, and there the best results are attained. In the other schools, except for a half hour weekly in the case of a portion of the boys, the work has to be done entirely in the corridors or class rooms, which are destitute of all physical apparatus. There is, too, only one teacher employed for the instruction of the boys, so that the possibility of individual instruction and care, noted above in the case of the girls, is at a minimum. Notwithstanding these conditions, the work has proven beneficial in many ways, and by improvement of method, extension of course, and acquirement of proper gymnasium facilities the results hoped for by the Board of Education will be obtained.

Under this head the special branch of school athletics needs a word. For years this matter was left largely to itself, and those whose inclinations interested them in football, baseball, field and track sports

were allowed to go about as they pleased. This worked very well while there was only one school and the common school interest and fellowship held all contestants together, but with the development of the branch schools and the competition in sports which resulted it was soon apparent that a general oversight of athletics was necessary. This was recognized by the action of the board of trustees in directing that the principal of each school should appoint a member of the faculty who should act as adviser in football matters. By degrees he has been given the direction and control of the athletic interests of his school. The body of advisers considers and determines all matters arising between the several high schools. I am glad to say that under this system the athletic spirit of the pupils in all of the high schools has been developed in a splendid way. The spirit of the true sportsman has been held up constantly before the members of the teams and their supporters in their respective schools, and while all are encouraged to work to win, no victory is wanted unless it is gotten fairly and honestly and in a generous, manly way. To win undeservedly is dishonest and despicable. Such is the sentiment which has been fostered, and which, I believe, is growing in our school athletics.

It is with great pleasure that I acknowledge the generosity of the Evening Star Company in the gift of their third cup to be competed for by the field-track teams of the several high schools and a like courtesy on the part of a well-known public-spirited gentleman of this city in presenting a cup to be competed for by the girls' basket-ball team.

DRAWING.

The work in drawing has been broadened during the past year. In addition to the general theoretical course an especial effort has been made to develop the subject on its practical side in the way of applied design. The making of wall-paper designs, designs for book and magazine covers, for bookplates, for stained-glass windows, for artistic furniture and other decorative objects has, I believe, developed considerable power in a number of the pupils. Numerous talks with pupils on the great art treasures of the world have served to quicken their interest and broaden their knowledge.

An exhibit of the work in applied design was held at Mr. Veerhoff's art rooms the first week in June and won many words of praise from critics and friends. A like exhibit of the work of the Eastern High School was held in that school Friday evening, June 6. A very strong adjunct on that occasion was the fine exhibit of the Eastern High School Camera Club.

MUSIC.

I respectfully urge that some determined step be taken regarding the matter of music in the high schools outside of the work of the regular classes, which are made up almost wholly of candidates for the

normal, of whom the subject is required. The practice of general singing at the opening exercises in the morning has become an impossibility through the lack of a proper book in the hands of the pupils. I deprecate very much the letting go of this source of inspiration at the beginning of the day's work, and sincerely hope that some fitting solution of the difficulty may soon be found which shall meet with the hearty approval of the Board of Education.

LIBRARIES.

I beg that you call the attention of the Board of Education to the great need of funds for the building up of our school libraries. The smallness of the general appropriation for school supplies necessarily curtails the expenditure for any object. This in the case of books is deplorable. Every one of the high schools needs much more help than it has had in supplying and maintaining its library. Reference books being constantly used are soon worn out, and with our present allowance it is impossible to replace them and at the same time supply our schools with even a fair share of the new publications which are needed.

CADET REGIMENT—ANNUAL DRILL.

The cadet regiment was organized during the first week in October, 1901. Never before in the history of the organization have the companies been so large, every company, save one, mustering six full fours or over. A new feature in the enlistment of cadets was the barring of all entries after December 23, except in the case of pupils who entered school for the first time after the Christmas vacation. This step prevented any enlistments of former cadets just for the public occasions, and gave the credit of the work to those who had borne the burden of the drill throughout the term.

The annual dress parade and drill, including a sham battle, was held on the White Lot May 15, at 4.30 p. m., when the regiment was reviewed by President Roosevelt, and Gen. George H. Harries and staff. This occasion was witnessed by the Commissioners of the District of Columbia, members of the Board of Education, the superintendent of schools, and many other friends of the schools and the cadets.

The annual competitive company drill of the white high schools was held at the American League baseball park on the afternoons of June 10 and 11, a day being assigned to each battalion. The soldiers acquitted themselves with their usual honor and reflected additional credit upon their military instructor. At the close of the regimental drill at the end of the second day the prize flag and medal were awarded to Company F of the Eastern High School, commanded by Capt. Fred G. Robinette.

On the evening of Saturday, June 14, with the consent of the Board of Education, the prize company, Company F, of the second batallion, gave an exhibition drill in the Columbia Theater at an entertainment for the benefit of the committee in charge of the G. A. R. Encampment.

The annual inspection of the battalion of the M Street High School and of Manual Training School No. 2 occurred at the National Guards' Armory on the evening of March 8. The organization was inspected by Gen. George H. Harries and staff. The annual competitive company drill of this battalion occurred May 17 at the American League baseball park, where the honors were carried off by Company B of the M Street High School, Capt. Chester A. Jarvis commanding, after a most creditable competition, which reflected honor both upon the cadets and their instructor and pleased the great body of District and school officials and the many friends of the cadets who were present.

LUNCH ROOM.

The report of the principal of the Western High School in regard to the lunch room in that school shows a financial condition which demands the attention of the board. For the first time in its history an actual deficit has occurred. In former years the accounts have shown a considerable expenditure for added equipment. This year there is a deficit of $80.31.

Years.	Number of days' lunch.	Total Receipts.	Average daily sales.	Raw material and labor.	Additional equipment.	Balance.	Deficiency.
1898–1899	120	$1,255.70	$10.46	$1,185.08	$70.56	$0.06	.....
1899–1900	166	1,616.14	9.73	1,561.67	61.37	.....	$6.90
1900–1901	160	1,435.01	8.97	1,370.28	14.65	50.08	.....
1901–1902	165	1,307.29	7.92	1,387.60	.....	.....	80.31

It is suggested by Miss Westcott that the board set aside a salary for the employment of a manager of the lunch room, so that that item of expense shall be taken from the school and the money now spent for that purpose be used in serving a more varied and attractive menu. If good lunches make better scholars (and they do) and the school has any right to go into the lunch business, it would seem that the suggestion is a proper one and worthy of the consideration of the board.

LECTURES.

The efforts made to broaden the view of pupils by lectures and musical entertainments have been numerous and successful. Many prominent men and women have delighted and instructed the pupils of the several schools during the past year, and the cooperation of the Board of Education is earnestly requested for the purpose of securing for such work the services of persons who are known to be capable of instructing and developing the pupils of the high schools.

In conclusion, permit me to express to you and through you to the members of the Board of Education the hearty thanks of the principals, teachers, pupils, and myself for the constant courtesy and help which have been shown us.

Very respectfully,

P. M. HUGHES,
Director.

Mr. A. T. STUART,
Superintendent of Schools.

Name, location, description, and cost of school buildings owned.

Name.	Location.	Style of building.	Size.	Description.
			Feet.	
High schools:				
Central	O, between 6th and 7th streets NW.	Brick	197 by 55	Three stories and basement.
Eastern	7th and C streets SE.	do	86 by 164	do
Western	35th and T streets NW.	do	69½ by 174½	do
First division:				
Adams	R street, between 17th street and New Hampshire avenue NW.	do	73 by 83	Two stories and basement.
Berret	14th and Q streets NW.	do	50 by 100	Three stories and basement.
Dennison	R, between 13th and 14th streets NW.	do	92 by 89	do
Force	Massachusetts avenue, between 17th and 18th streets NW.	do	90 by 73	do
Franklin	13th and K streets NW.	do	148 by 79	do
Harrison	13th, between V and W streets NW.	do	75 by 101	Two stories and basement.
Hubbard	Kenyon street, between 11th and 12th streets.	do		do
Johnson	School and Grant streets, Mount Pleasant.	do		do
Johnson annex	School street, Mount Pleasant.	Frame		Two stories
Phelps	Vermont avenue, between T and U streets NW.	Brick	70 by 84	Two stories and basement.
Thomson	12th, between K and L streets NW.	do	91 by 28	Three stories and basement.
Second division:				
Abbott	New York avenue and L street NW.	do	102 by 42	do
Eckington	1st and Quincy streets NE.	do	72 by 94	Two stories and basement.
Henry	O, between 6th and 7th streets NW.	do	89 by 73	Three stories and basement.
Morse	R street, between New Jersey avenue and 5th street NW.	do	81 by 69	Two stories and basement.
Polk	7th and P streets NW.	do	70 by 84	do
Seaton	I, between 2d and 3d streets NW.	do	94 by 69	Three stories and basement.
Twining	3d, between N and O streets NW.	do	81 by 69	Two stories and basement.
Webster	10th and H streets NW.	do	107 by 84	Three stories and basement.
Third division:				
Brent	3d and D streets SE.	do	81 by 69	Two stories and basement.
Carbery	5th, between D and E streets NE.	do	70 by 84	do
Dent	South Carolina avenue and 2d street SE.	do	36 by 95	do
Hilton	6th, between B and C streets NE.	do	57½ by 93½	do
Lenox	5th street between G street and Virginia avenue SE.	do	70 by 83	do
Maury	B, between 12th and 13th streets NE.	do	70 by 84	do
Peabody	C and 5th streets NE	do	90 by 90	Three stories and basement.
7th and G streets SE.		do	40 by 22	Two stories.
Towers	8th and C streets SE.	do	56 by 104	Two stories and basement.
Wallach	D, between 7th and 8th streets SE.	do	99 by 76	Three stories and basement.
Fourth division:				
Amidon	F and 6th streets SW	do	81 by 69	Two stories and basement.
Arthur	Arthur place, between B and C streets NW.	do	67 by 84	do
Bowen, Sayles J	3d and K streets SW.	do	275 by 102	do
Bradley	13½, between C and D streets SW.	do	70 by 84	do
Greenleaf	4½, between M and N streets SW.	do		do
Jefferson	D and 6th streets SW	do	172 by 88	Three stories and basement.

[a] Part of Wallach site.

Name, location, description, and cost of school buildings owned.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			Sq. feet.			
Steam	1883	49	96,300	$137,625.00	$118,078.00	$255,703.00
do	1891	22	(a)	(a)	77,000.00	77,000.00
Furnace and steam	1898	29	116,598	30,000.00	101,084.36	131,084.36
Furnace	1888	8	11,460	17,240.00	26,652.00	43,892.00
do	1889	9	5,000	15,000.00	25,048.50	40,048.50
Steam	1884	12	24,648	23,200.00	45,181.00	68,381.00
do	1879	12	21,828	60,000.00	36,215.00	96,215.00
do	1869	17	14,946	41,100.00	188,000.00	229,100.00
Furnace	1890	8	11,540	19,200.00	27,796.00	46,996.00
do	1900	8	15,626	9,375.60	38,046.44	47,422.04
do	1895	8	25,530	12,265.00	28,846.47	28,846.47
Stoves	1871	4	(b)	(b)	9,300.00	41,111.47
Furnace	1887	8	11,468	19,466.00	24,521.00	9,300.00
do	1877	6	3,229	6,780.00	8,000.00	14,780.00
do	1876	9	6,448	16,120.00	20,000.00	36,120.00
do	1898	8	13,500	10,800.00	28,383.74	39,183.74
Steam	1880	12	(c)	(c)	45,000.00	45,000.00
Furnace	1883	8	18,318	11,500.00	23,670.00	35,170.00
do	1891	8	(c)	(c)	27,000.00	27,000.00
Steam	1871	12	18,750	24,375.00	35,000.00	59,375.00
Furnace	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace	1883	8	8,500	8,500.00	22,065.00	30,565.00
do	1887	8	11,751	8,800.00	29,980.00	38,780.00
do	1900	8	12,920	12,195.00	34,536.05	46,731.05
do	1898	8	7,500	11,000.00	28,368.25	39,368.25
do	1889	8	10,928	5,500.00	25,135.00	30,635.00
do	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam	1879	12	14,620	21,900.00	38,150.00	60,050.00
Stoves	1840	2	3,163	2,370.00	1,200.00	3,570.00
Furnace	1887	8	(a)	(a)	24,999.00	24,999.00
Steam	1864	14	96,760	106,436.00	40,000.00	146,436.00
Furnace	1882	8	8,953	7,835.00	18,232.00	26,067.00
do	1889	8	19,590	15,672.00	27,652.00	43,324.00
Steam	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace	1887	8	13,189	6,594.00	24,992.00	31,586.00
do	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam	1872	20	69,788	38,400.00	72,000.00	110,400.00

b Part of Johnson school site.

c Part of Central High School site.

Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of building.	Size.	Description.
			Feet.	
Fourth division—Continued.				
McCormick	3d, between M and N streets SE.	Brick	55 by 55	Two stories and basement.
Potomac	12th street, between Maryland avenue and E street SW.	do	72 by 32	Two stories.
Smallwood	I, between 3d and 4½ streets SW.	do	70 by 83	Two stories and basement.
Fifth division:				
Addison	P, between 32d and 33d streets NW.	do	54 by 98	do.
Conduit Road	Conduit road	Frame		One story.
Corcoran	28th street, between M street and Olive avenue NW.	Brick	68 by 82	Two stories and basement.
Curtis	O, between 32d and 33d streets NW.	do	97 by 79	Three stories and basement.
Fillmore	35th, between U and V streets NW.	do	70 by 84	Two stories and basement.
Grant	G, between 21st and 22d streets NW.	do	92 by 88	Three stories and basement.
High Street	35th and S streets NW.	Frame	58 by 30	Two stories.
Jackson	U, between 30th and 31st streets NW.	Brick	70 by 84	Two stories and basement.
Reservoir	Conduit road	Frame		Two stories.
Threlkeld	36th street and Prospect avenue NW.	Brick	75 by 29	do.
Toner	24th and F streets NW.	do	67 by 85	Two stories and basement.
Weightman	M and 23d streets NW.	do	76 by 83	do.
Sixth division:				
Blair	I, between 6th and 7th streets NE.	do	70 by 84	do.
Blake	North Capitol, between K and L streets NW.	do	70 by 84	do.
Gales	1st and G streets NW.	do	90 by 66	Three stories.
Hayes	5th and K streets NE.	do	70½ by 93½	Two stories and basement.
Madison	G and 10th streets NE.	do	70 by 84	do.
Pierce	G and 14th streets NE.	do	70 by 84	do.
Taylor	7th, between F and G streets NE.	do	70 by 84	do.
Webb	15th and Rosedale streets NE.	do	153 by 120	do.
Seventh division (county):				
White—				
Brightwood	Brightwood, D. C	do		do.
Brookland	Brookland, D. C.—Lansing and Wallace streets.	do		Two stories and basement.
Chevy Chase	Connecticut avenue extended.	Frame		Two stories.
Hamilton	Bladensburg road	Brick		do.
Langdon	Langdon, D.C. (Queens Chapel road).	Frame		do.
Monroe	Steuben street, between Brightwood and Sherman avenues NW.	Brick	70 by 84	Two stories and basement.
Takoma	Takoma Park	do	160 by 187	One story and basement.
Tenley	Tenley, D. C	do		Two stories and basement.
Woodburn	Riggs road, near Blair road.	do		do.
Bates road, near Soldiers' Home.[a]	Bates road, near Soldiers' Home.	do	31 by 61	One story.
Queens Chapel road.[b]	On Langdon site	do	25 by 31	do.
Tunlaw road, near Loughborough road.	Tunlaw road, near Loughborough road.	do.[d]		do.
Colored—				
Brightwood	Military road, near Brightwood.	Frame		One story.
Bruce	Marshall street, between Brightwood and Sherman avenues NW.	Brick	71½ by 86	Two stories and basement.
Bunker Hill Road	Bunker Hill road	do		One story.
Fort Slocum[a]	Blair road	Frame		do.

[a] Used as a storeroom.

[b] Abandoned.

Name, location, description, and cost of school baildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			Sq. feet.			
Furnace	1870	4	13,575	$4,395.00	$7,000.00	$11,395.00
Stoves	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace	1888	8	14,190	8,519.00	26,652.00	35,171.00
do	1885	8	12,450	7,470.70	29,313.00	36,783.00
Stoves	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace	1892	8	18,204	9,925.00	27,046.46	36,971.46
Steam	1882	12	21,033	16,826.00	40,428.00	57,254.00
Stoves	1853	2	7,296	4,330.00	3,000.00	7,330.00
Furnace	1889	8	17,825	10,700.00	28,731.00	39,431.00
Stoves	1897	4	89,760	2,000.00	5,992.18	7,992.18
do	1868	4	5,068	3,500.00	5,000.00	8,500.00
Furnace	1898	8	10,710	8,763.50	29,055.29	37,818.79
do	1886	8	13,712	13,712.00	29,324.00	43,036.00
do	1884	8	22,013	6,600.00	22,071.00	28,671.00
do	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam	1881	12	12,764	22,300.00	40,116.00	62,416.00
Furnace	1897	8	13,671	9,999.45	28,979.61	38,979.06
do	1889	8	9,980	6,468.00	25,644.00	32,112.00
do	1894	8	10,000	10,000.00	26,152.00	36,152.00
do	1891	8	12,650	8,475.50	26,524.50	35,000.00
do	1900	8	18,360	8,924.95	33,856.39	42,781.34
Steam	1888–1896	8	18,234	5,470.00	20,885.00	26,355.00
Furnace	1891–1896	8	15,000	2,475.00	21,552.00	24,027.00
Stoves	1898	4	40,000	6,000.00	9,837.48	15,837.48
do	1881	4	32,670	800.00	4,000.00	4,800.00
do	1897	4	43,560	800.00	7,964.11	8,764.11
Furnace	1889	8	15,000	4,500.00	23,988.00	28,488.00
do	1899	4	29,920	2,992.00	19,611.78	22,603.78
Steam	1882–1896	8	43,560	10,890.00	27,920.00	38,810.00
Stoves	1896	4	53,930	2,696.50	10,210.00	12,906.50
do	1866–1868	2	43,560	400.00	1,600.00	2,000.00
do	1865	1	(c)	(c)	500.00	500.00
do	.....	1	43,560	150.00	500.00	650.00
do	1865	2	43,560	3,500.00	1,200.00	4,700.00
Furnace	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stove	1883	1	43,560	900.00	2,700.00	3,600.00
Stoves	1867	1	21,780	1,089.00	500.00	1,589.00

c Part of Langdon site.

d Burned down in the early 70's.

Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of building.	Size.	Description.
Seventh division (county)—Continued.				
Colored—Continued.				
Grant Road	Grant road, between Tenley and Connecticut avenue extended.	Frame	Feet.	One story
Ivy City	Ivy City, D. C.	do		do
Chain Bridge Road	Chain Bridge road, near Conduit road.	do		do
Mott	Trumbull and Sixth streets NW.	Frame and brick.		Two stories
Wilson	Central avenue, between Erie and Superior streets NW.	Brick	70 by 84	Two stories and basement.
Military road, near Broad Branch road.	Military road, near Broad Branch road.[a]	Frame	26 by 34	One story
Brightwood, near Rock Creek Ford road.	Brightwood, near Rock Creek Ford road.[a]	do	21 by 34	do
Brentwood Road, near Queens Chapel Road.	Brentwood road, near Queens Chapel road.[a]	do	31 by 24	do
Eighth division:				
White (city)—				
Buchanan	E, between 13th and 14th streets SE.	Brick		Two stories and basement.
Cranch	12th and G streets SE.	do	79 by 36	Three stories and basement.
Tyler	11th, between G and I streets SE.	do	70 by 84	Two stories and basement.
White (county)—				
Benning	Benning, D. C.	do		Two stories
Anacostia Road	Anacostia road	Frame		One story
Congress Heights	Congress Heights, D. C.	Brick		Two stories and basement.
Good Hope	Good Hope, D. C.	Frame		One story
Van Buren	Jefferson street, Anacostia, D. C.	Brick		Two stories and basement.
Van Buren annex	do	do		Three stories
Orr	Prout street, Twining City.	do	150 by 125	Two stories and basement.
Colored (county)—				
Benning Road[b]	Benning road	Frame		Two stories
Birney	Nichols avenue, Hillsdale, D. C.	Brick	136 by 320	Two stories and basement.
Burrville	Burrville, D. C.	Frame		One story
Garfield	Garfield, D. C.	do		Two stories
Hillsdale	Nichols avenue, Hillsdale, D. C.	do		do
High schools:				
Colored (city)—				
M Street	M street, between 1st street and New Jersey avenue NW.	Brick	80 by 147	Three stories and basement.
Ninth division:				
Briggs	E and 22d streets NW.	do	67 by 83	Two stories and basement.
Garrison	12th, between R and S streets NW.	do	70 by 84	do
Magruder	M, between 16th and 17th streets NW.	do	56 by 104	do
Phillips	N, between 27th and 28th streets NW.	do	70 by 84	do
Stevens	21st, between K and L streets NW.	do		Three stories and basement.
Sumner	M and 17th streets NW.	do	94 by 69	do
Wormley	Prospect avenue, between 33d and 34th streets NW.	do	70 by 84	Two stories and basement.
Tenth division:				
Banneker	3d, between K and L streets NW.	do	81 by 69	do
Douglass	1st and Pierce streets NW.	do		do
Garnet	U and 10th streets NW.	do	90 by 73	Three stories and basement.
John F. Cook	O, between 4th and 5th streets NW.	do	96 by 58	Three stories
Jones	L and 1st streets NW.	do	67 by 83	Two stories and basement.

[a] Abandoned.

[b] Includes Benning Road annex.

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			Sq. feet.			
Stoves	1864 1880	2	43,560	$4,356.00	$1,200.00	$5,556.00
do	1896	2	7,200	3,600.00	2,604.38	6,204.38
do		1	21,780	1,100.00	500.00	1,600.00
do	1871 1882	10	18,150	9,075.00	17,428.00	26,503.00
Furnace	1891	8	15,000	9,000.00	26,000.00	35,000.00
Stoves	1864	1	21,780	100.00	400.00	500.00
do	1865	1	21,780	150.00	600.00	750.00
do	1867	1	21,780	100.00	500.00	600.00
Furnace	1895	8	20,584	10,000.00	27,562.43	37,562.43
Steam	1872	6	7,776	5,100.00	16,000.00	21,100.00
Furnace	1890	8	11,588	8,691.00	25,972.00	34,663.00
Stoves	1883	4	43,560	2,178.00	8,935.00	11,113.00
do	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace	1898	10	10,760	3,320.00	23,000.00	26,320.00
Stoves	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace	1891	8	15,600	25,000.00	24,864.00	49,864.00
Stoves	1881	6	15,600	2,500.00	6,837.00	9,337.00
Furnace	1900	4	18,750	2,411.24	22,294.68	24,706.92
Stoves	1864	4	21,780	900.00	3,135.00	4,035.00
Furnace	1889 1901	8	43,560	2,500.00	37,911.05	40,411.05
do	1888 1892	2	15,000	600.00	2,750.00	3,350.00
do	1887 1896	6	43,560	900.00	5,247.00	6,147.00
do	1871	6	41,832	1,700.00	5,000.00	6,700.00
Steam	1890	24	24,591	24,592.00	82,317.00	106,909.00
Furnace	1889	8	9,202	8,500.00	24,619.00	33,119.00
do	1889	8	14,400	16,200.00	24,540.00	40,740.00
do	1887	8	18,469	19,400.00	25,973.00	45,373.00
do	1890	8	13,302	11,400.00	26,066.00	37,466.00
Steam	1868 1896	20	16,481	16,481.00	40,000.00	56,481.00
do	1871	10	11,984	25,156.00	70,000.00	95,156.00
Furnace	1884	8	13,240	6,600.00	23,495.00	30,095.00
do	1882	8	9,653	10,600.00	20,000.00	30,600.00
do	1896	8	9,600	10,560.00	26,296.00	36,856.00
Steam	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace	1868 1877	10	8,640	6,900.00	18,000.00	24,900.00
do	1889	8	14,866	11,100.00	25,396.00	36,496.00

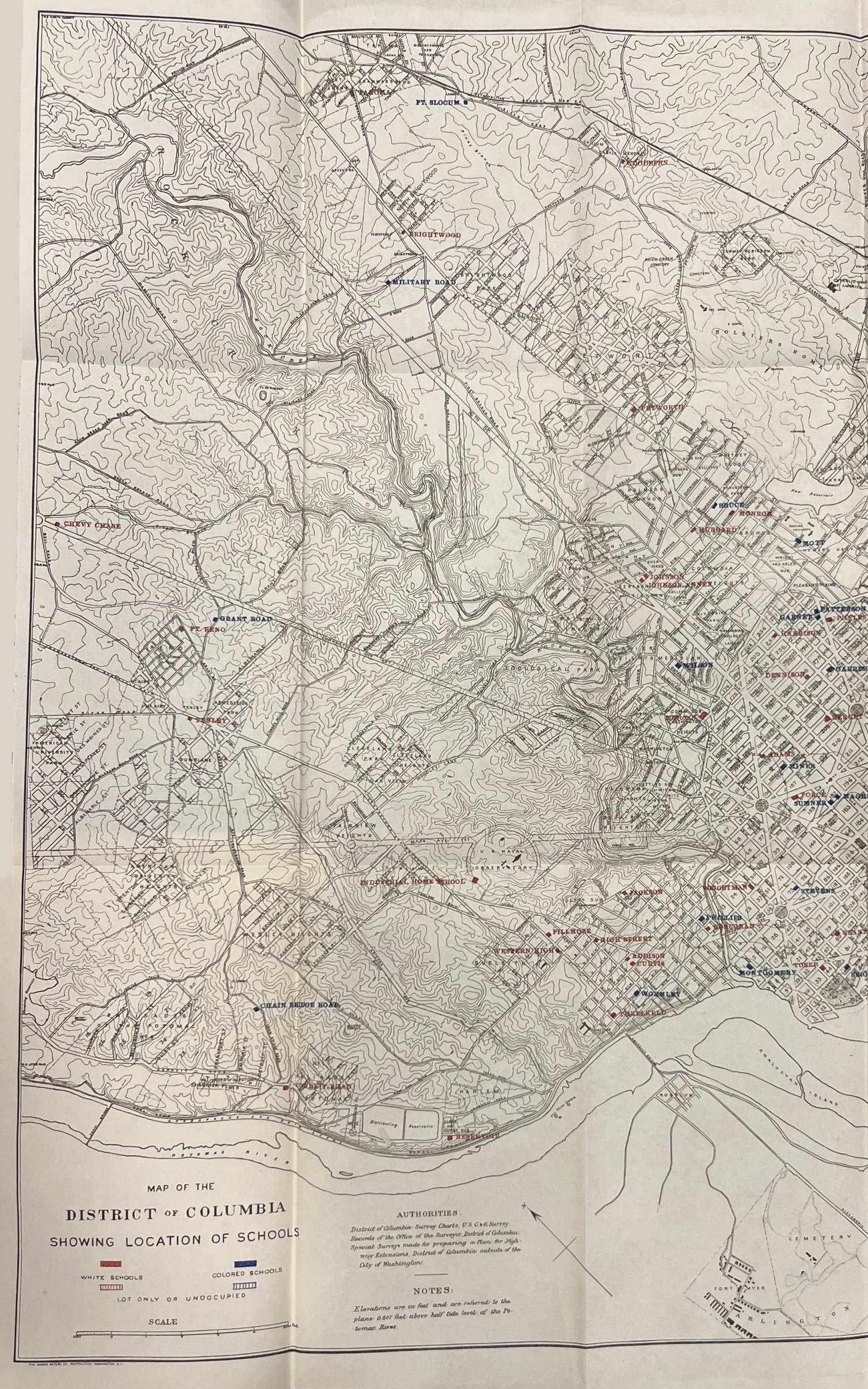
Name, location, description, and cost of school buildings owned—Continued.

Name.	Location.	Style of building.	Size.	Description.
Tenth division—Continued.			*Feet.*	
Logan	3d and G streets NE	Brick	70 by 84	Two stories and basement.
Patterson	Vermont avenue, near U street NW.	do	70 by 84	do
Slater	P, between North Capitol and 1st streets NW.	do	70 by 84	do
Eleventh division:				
Ambush	L, between 6th and 7th streets SW.	do	70 by 84	do
Anthony Bowen	E and 9th streets SW	do	70 by 92½	do
Bell	1st, between B and C streets SW.	do	67 by 83	do
Giddings	G, between 3d and 4th streets SE.	do	70 by 84	do
Lincoln	2d and C streets SE	do	75 by 68	Three stories and basement.
Lovejoy	12th and D streets NE	do	106 by 135	Two stories and basement.
Payne	15th and C streets SE	do		do
Randall	1st and I streets SW	do	90 by 72	Three stories
Total				

Name, location, description, and cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
			Sq. feet.			
Furnace	1891	8	9,125	$8,486.25	$26,513.75	$35,000.00
do	1893	8	(a)	(a)	26,118.00	26,118.00
do	1890	8	12,000	11,000.00	26,067.00	37,067.00
do	1889	8	11,000	11,750.00	23,885.00	35,635.00
do	1867 1897	8	10,555	10,600.00	27,129.63	37,729.63
do	1889	8	11,920	9,536.00	25,609.00	35,145.00
do	1887	8	14,376	7,188.00	24,952.00	32,140.00
Steam	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace	1872 1901	8	14,010	5,000.00	36,136.08	41,136.08
do	1896	8	8,480	4,240.00	22,695.00	26,935.00
do	1876	12	9,088	5,500.00	40,000.00	45,500.00
				1,391,221.99	3,209,588.09	4,600,810.08

a Part of Garnet School site.



MAP OF THE

DISTRICT OF COLUMBIA

SHOWING LOCATION OF SCHOOLS

WHITE SCHOOLS

COLORED SCHOOLS

LOT ONLY OR UNOCCUPIED

SCALE

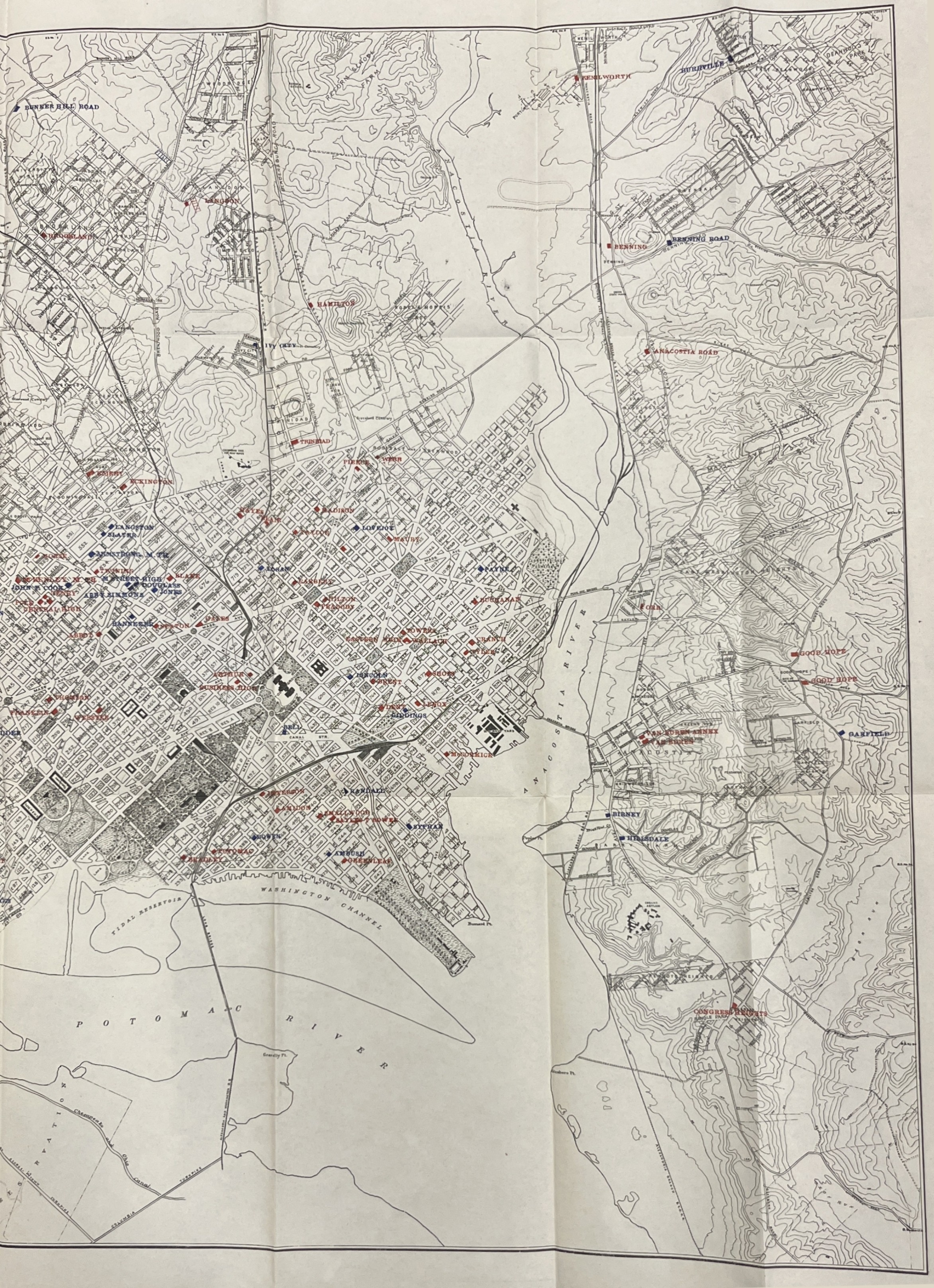
AUTHORITIES.

District of Columbia Survey Charts, U.S. C. & G. Survey. Records of the Office of the Surveyor, District of Columbia. Special Surveys made for preparing a Plan for Highway Extensions, District of Columbia outside of the City of Washington.

NOTES:

Elevations are in feet and are referred to the plane 0.807 feet above half tide level at the Potomac River.

THE JUDD & DETWEILER CO. PHOTO-LITHO. WASHINGTON, D.C.


BUNKER HILL ROAD
BENNING ROAD
ANACOSTIA ROAD
ANACOSTIA RIVER
WASHINGTON CHANNEL
POTOMAC RIVER
TIDAL RESERVOIR
Greenleaf Pt.
Buzzard Pt.
Hickory Pt.
Blue Plains
Chesapeake and Ohio Canal
Alexandria Aqueduct
Columbia
Virginia
WOODRIDGE
BROOKLAND
BRENTWOOD
KENILWORTH
BURRVILLE
DEANWOOD
BENNING
RIVERDALE
HYATTSVILLE
LANGDON
HIGHLANDS
HAMILTON
IVY CITY
TRINIDAD
PIERCE
WEBB
KENDALL
KENNEY
EKINGTON
GALLAUDET
LOVEJOY
MAURY
LANGSTON
SLATER
MONTELLO
MONROE
TWINING
M STREET HIGH
BLAKE
DOUGLASS
JONES
ABBE SIMMONS
DUNBAR HIGH
HANNEGAN
PETERSON
GARNET
ABBOTT
ASPHALT
BUSINESS HIGH
WEBSTER
WESLEY
LOGAN
CARDOZO
HILTON
TERRACE
NAYLOR
HUGHMANS
FORT
TOWERS
MADISON
FRENCH
GREEN
LINCOLN
FOREST
SHOOP
LEWIS
SIMMONS
MOORE RICK
GOOD HOPE
GARFIELD
VAN BUREN ANNEX
VAN BUREN
BIRNEY
HILLSDALE
CONGRESS HEIGHTS
JEFFERSON
MADISON
HOWARD
ELLINGTON
ANACOSTIA
EATON
EXTRAS
BOWEN
SHERIDAN
GREENLEAF
MORTON
MCKINLEY
MCKINLEY M TR
JOHN E COOK
HENRY
DENEALE HIGH
BELL
STR
CANAL